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ABSTRACT

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and apprizes the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Wisconsin State Department of Education; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visitations by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

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Title I

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STATE OF WISCONSIN

ANNUAL EVALUATION REPORT

Title I
Elementary and Secondary
Education Act of 1965
Public Law 89-10

Fiscal Year 1970

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EA 003 724

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A. ESEA, Title I, Project Application Guidelines

B. ESEA, Title I, Project Evaluation Guidelines

C. List of School Districts with Title I Projects

Preface

This report has been prepared in compliance with criteria developed by the U.S. Office of Education, Division of Compensatory Education. The report describes major features of educational programs and service activities supported in Wisconsin School Districts through ESEA-Title I.

The following abbreviations are used throughout the report:

ESEA	Elementary and Secondary Education Act of 1965
SEA	State Education Agency, The Wisconsin Department of Public Instruction
LEA	Local Education Agency, or School District
CESA	Cooperative Educational Services Agency

E.S.E.A. - TITLE I

BASIC STATE STATISTICS

STATISTICAL REPORT

CATEGORY	1965-66	1966-67	1967-68	1968-69	1969-70
Amount of Funds Allocated	$ 18,058,203.00	$ 14,357,585.00	$ 14,357,585.00	$ 13,208,978.00	$ 15,520,746.00
Number of Projects	603(1)	416	396	364	332
Number of L.E.A.s Participating	425	444	425	410	401
Number of Cooperative Projects	9	10	11	15	12
Number of C.E.S.A.s Operating Cooperative Projects	NONE	NONE	NONE	2 Planning and 1 Operative	4 Operative
Number of Students					
Public	61,552	81,275	74,789	68,985	58,554
Non Public	12,923	14,799	9,869	5,273	3,547
TOTAL	74,475	96,074	84,658	74,258	62,101
Staff					
Teachers	Not Available	3,079	3,184	3,143	2,665
Teacher Aides		539	1,201	1,143	1,328
Other Staff		1,866	1,958	1,939	1,783
TOTAL		5,484	6,343	6,225	5,776

(1) The large number of projects in 1965 is due to the fact that L.E.A.s were able to submit more than one project during that year. This arrangement was used to make it possible for L.E.A.s to receive project approval as soon as they were able to develop a project. In latter years, the total Title I program offered by an L.E.A. was submitted as one project.

BASIC STATE STATISTICS

A. Total number of operating LEA"s in Wisconsin 459*

B. Number of LEA's participating in Title I

1. During the regular school term only 143
2. During the summer term only 47
3. During both the regular school term and the summer term 211

TOTAL: 401

C. Number of Title I programs

1. During the regular school term only 137
2. During the summer term only 38
3. During both the regular school term and the summer term 157

TOTAL: 332

D. Unduplicated number of pupils who participated in Title I programs 63,101

1. Enrolled in public school 59,554
2. Enrolled in non-public schools 3,547
3. Total Regular Year Enrollment 47,877
4. Total Summer Enrollment 24,382
5. Number of Students Enrolled All Year 9,158

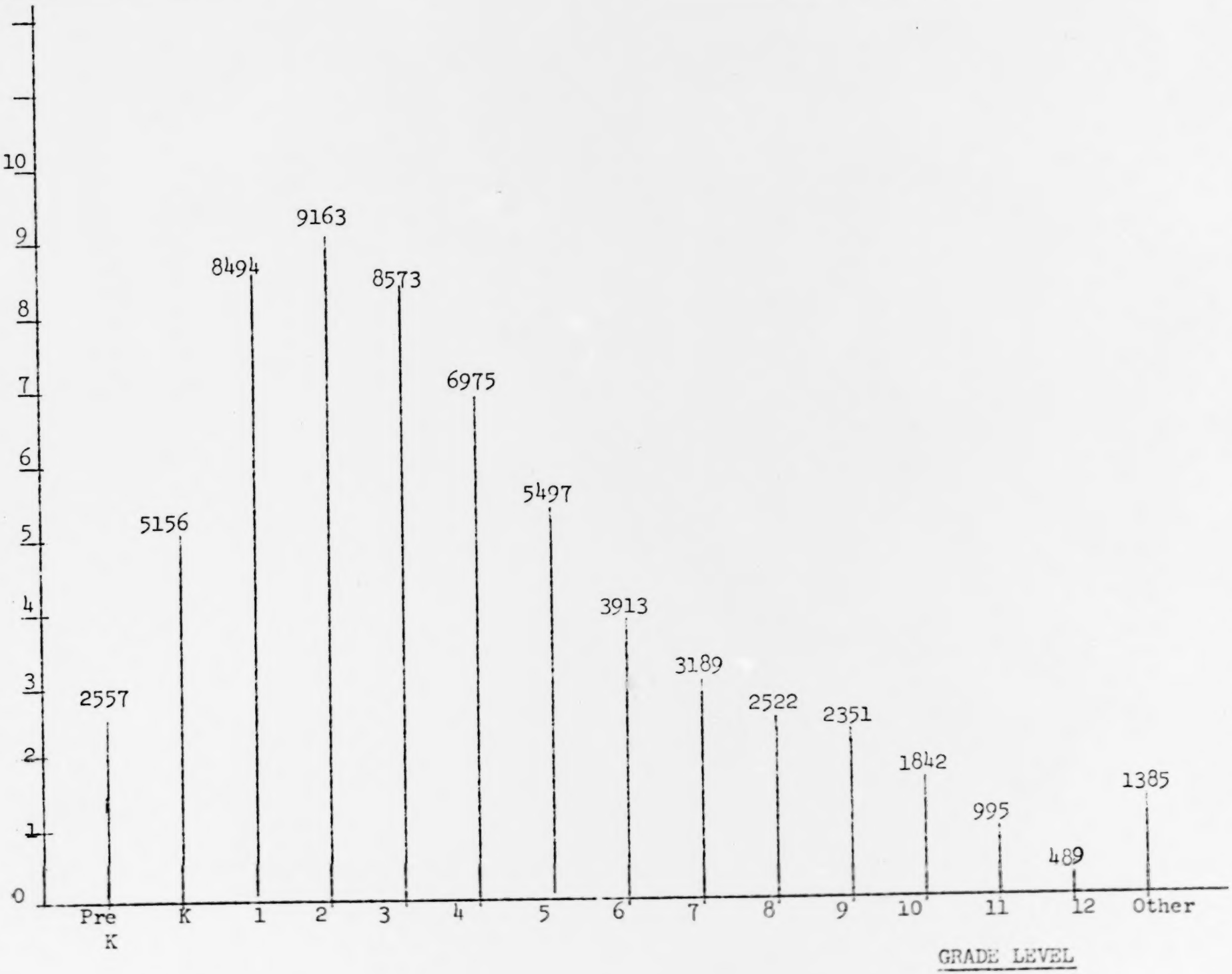
E. Comment on Enrollment

40,918 students were in Pre K - Grade 4. This represents 65% of the total Title I population. In comparison, during 1968-69 Pre K - Grade 4 students equaled 56% of the Title I population. A small percentage of students (14.5%) enrolled in Title I programs during the regular year went on to Title I summer programs.

* As of July 1, 1970, there were 455 school districts in Wisconsin.

TITLE I CHILDREN (Thousands)

UNDUPLICATED COUNT = 63,101



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PROJECT ACTIVITIES AND SERVICES

1969-70 Projects - Title I

ACTIVITY	NO. OF SCHOOL WITH ACTIVITY	APPROXIMATE NO. OF CHILDREN INVOLVED (1)
Art	41	2,457
Business Education	4	1,143
Cultural Enrichment	138	24,221
English - Reading	277	37,977
English - Speech	64	6,318
English - Language Arts	174	10,436
English - Second Language	7	701
Foreign Language	1	3
Home Economics	10	233
Industrial Arts	13	453
Mathematics	100	12,932
Music	34	4,719
Physical Educ./Recreation	55	12,670
Natural Science	50	5,610
Social Science	34	5,436
Other Vocational Education	12	243
Special Activity for Hand.	33	1,745
Pre-K and K	60	4,141
Other Instructional Activities**	54	11,042

**Consisted of: 1. tutoring 2. resource persons 3. para-professionals 4. instructional materials 5. work study 6. nature mobile 7. bilingual program 8. psycho-motor skills

SERVICE	NO. OF SCHOOLS HAVING SERVICE	APPROXIMATE NO. OF CHILDREN INVOLVED
Attendance	21	4,441
Clothing	5	371
Food	68	6,074
Guidance Counseling	93	18,920
Health - Dental	56	3,301
Health - Medical	94	7,836
Library	58	9,709
Psychological	76	12,699
Social Work	45	11,105
Speech Therapy	58	2,981
Transportation	124	30,790
Special Service for Handicapped	18	495
Other*	49	22,019

*Other Services Rendered: 1. outreach worker 2. service team 3. student insurance 4. testing 5. community services 6. fixed charges, operation, maintenance 7. field trips, admissions 8. para-professionals 9. Spanish communications liaison.

(1) Enrollment figures were taken from 1969-70 Title I application forms, thus the figures do not represent an exact count of participating children.

% EMPHASIS OF TITLE I PROGRAM PHASES

Information on the amount of emphasis LEAs have placed on various instructional and service activities was gathered in the following manner. In 1965-66 an actual count of project phases was done for 90% of the projects offered. In 1966-67 local evaluators ranked the project phases offered in their programs in terms of percent of emphasis given to each phase. The phases were then arranged in order of frequency as determined by a weighted total of all four percentage ranges (100 - 75%, 75 - 50%, 50 - 25% or less). In 1969-70 an actual count of the project activities and services offered by LEAs was used to determine the percent of emphasis.

Activities and services were categorized as follows:

Language

Reading
Language Arts
Reading Laboratory
Library

Mathematics/Tutoring

Remedial Mathematics
Special Tutoring

Pre - School

Pre-Kindergarten and
Kindergarten Programs

Other Academic Areas

Social Science
English As A 2nd. Language
Foreign Language
English - Speech
Natural Science

Handicapped

Special Services for Handicapped
Special Instructional Activities
for Handicapped

Other

Home - School Programs
Special Instructional Resources
Waiver of Fees
Reduced Teacher-Pupil Ratio
Community Education
Services to Parents

Enrichment

Music
Art
Physical Education/Outdoor Recreation
Field Trips
General Cultural Enrichment

Pupil Services

Special Services
Health - Dental
Health - Medical
Psychological Services
Speech Therapy
Social Work
Guidance

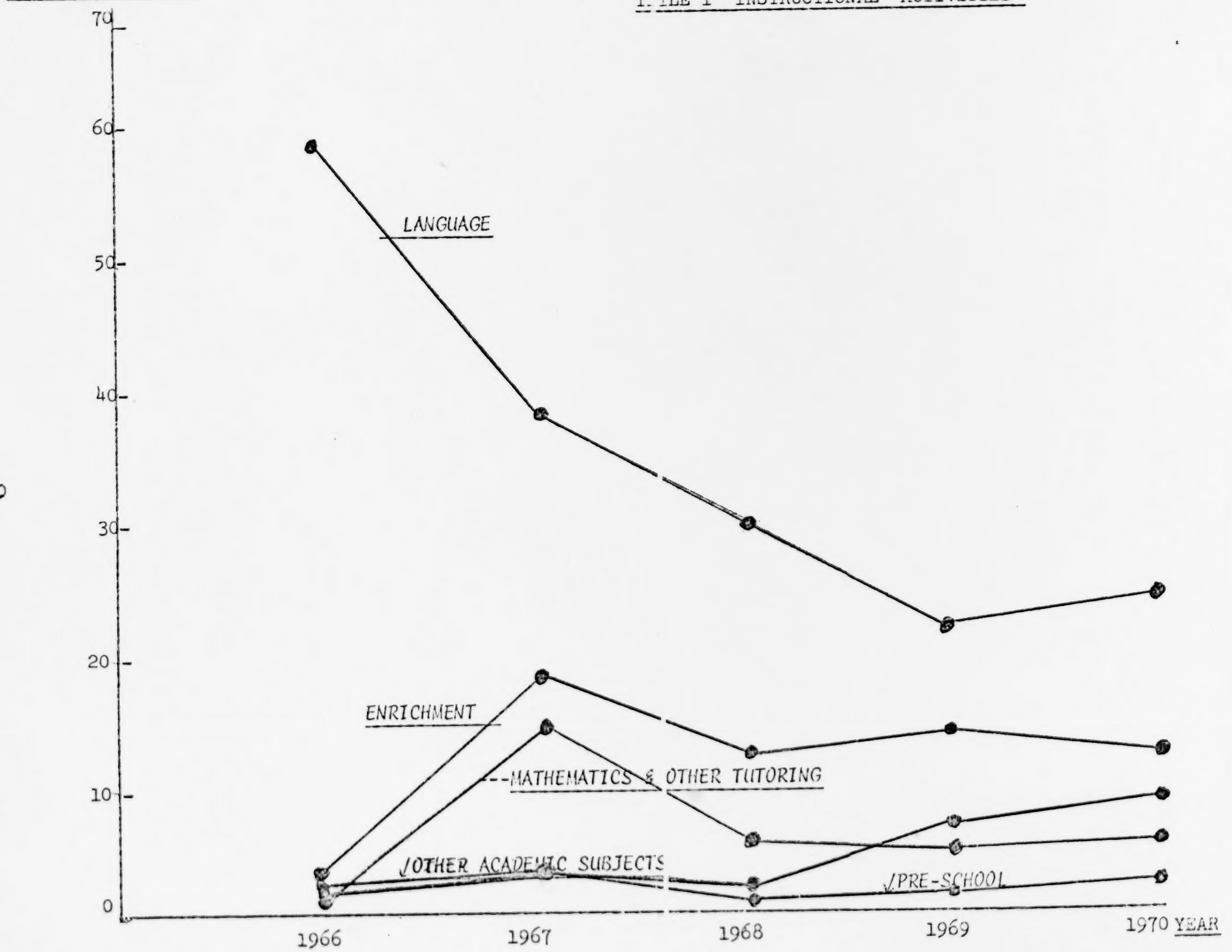
Vocational Education

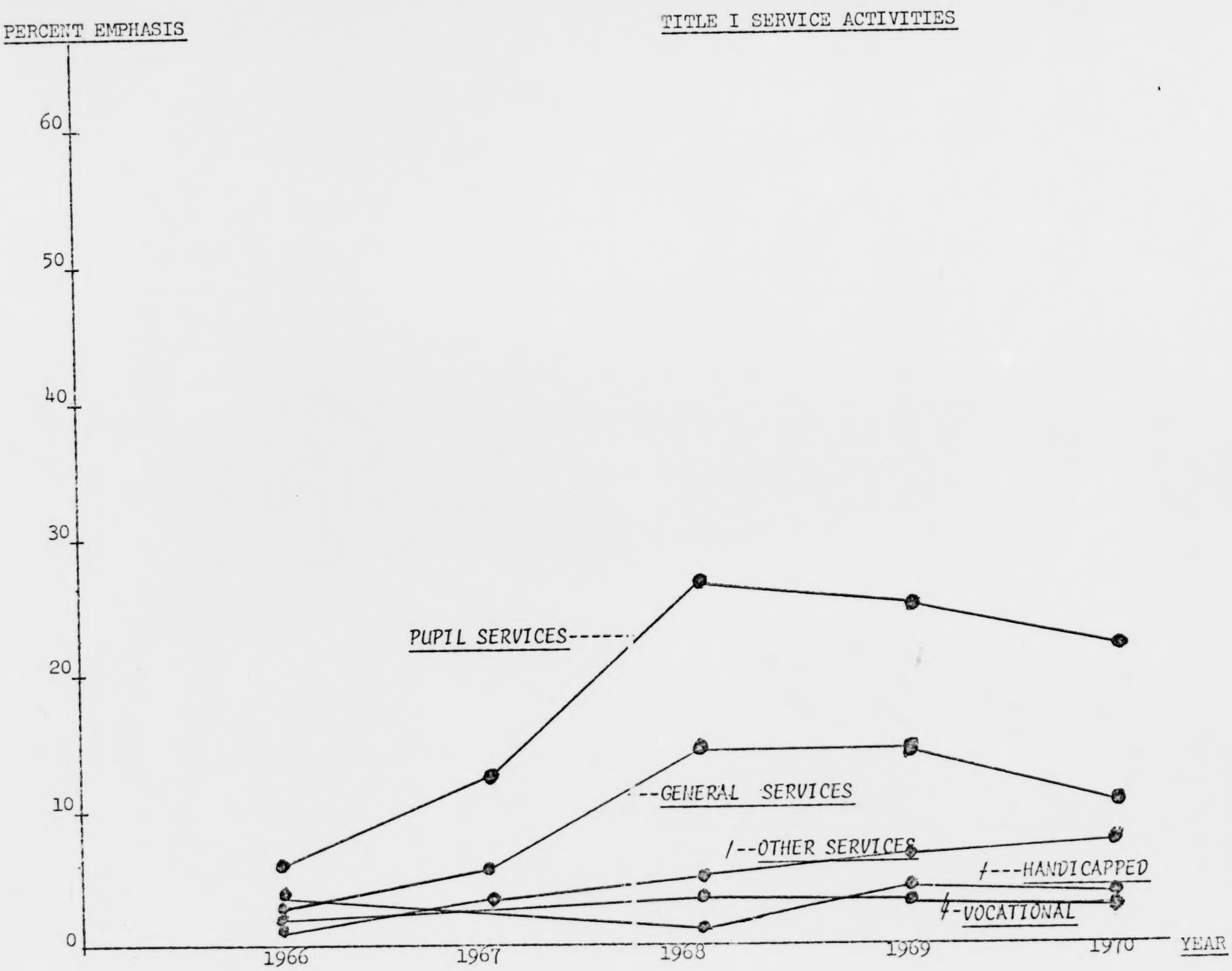
Vocational Education
Home Economics
Industrial Arts
Business Education

General Services

Transportation
Food
Attendance
Clothing

TITLE I INSTRUCTIONAL ACTIVITIES




TITLE I SERVICE ACTIVITIES
PERCENT EMPHASIS
60
50
40
30
20
10
0
PUPIL SERVICES-----
--GENERAL SERVICES
/--OTHER SERVICES
/---HANDICAPPED
/-VOCATIONAL
1966
1967
1968
1969
1970
YEAR

SUMMARY

From this comparison, it can be seen that new directions have been adopted by LEAs in program design since the first years of Title I. The strong emphasis on language in 1965-66 has decreased in more recent years, with an increase in pupil service, enrichment, mathematics and other general services. Project phases which have been relatively stable over the five year period include pre-school programs, vocational education programs, and special programs for handicapped children.

Undoubtedly the greater opportunity for planning in more recent years has been an important factor in making it possible for LEAs to offer more diversified services within their Title I programs.

PERSONNEL EMPLOYED BY TITLE I FUNDS - FY 70

CLASSIFICATION	REGULAR YEAR Full Time	REGULAR YEAR Part Time	SUMMER Full Time	SUMMER Part Time	TOTAL
Teaching Pre - K	15	14	81	7	117
Teaching K	20	28	281	8	337
Teaching Elementary	500	248	937	81	1766
Teaching Secondary	78	76	86	12	252
Teaching Handicapped	65	46	70	12	193
Teacher Aides	342	268	671	47	1328
Librarians	7	12	21	12	52
Library Aides	6	16	27	6	55
Supervision	21	80	58	56	215
Administration	15	91	55	51	212
Counseling	27	70	49	13	159
Psychologist	29	52	40	18	139
Testing	2	20	12	6	40
Social Work	22	32	26	7	87
Attendance	--	--	2	1	3
Nurse	14	44	11	19	88
Physician	1	3	1	3	8
Dentist	--	3	1	1	5
Dental Hygienist	--	3	1	4	8
Clerical	71	165	90	69	395
Home Visitors	31	31	28	46	136
Other	39	40	63	39	181
TOTALS	1305	1342	2611	518	5776

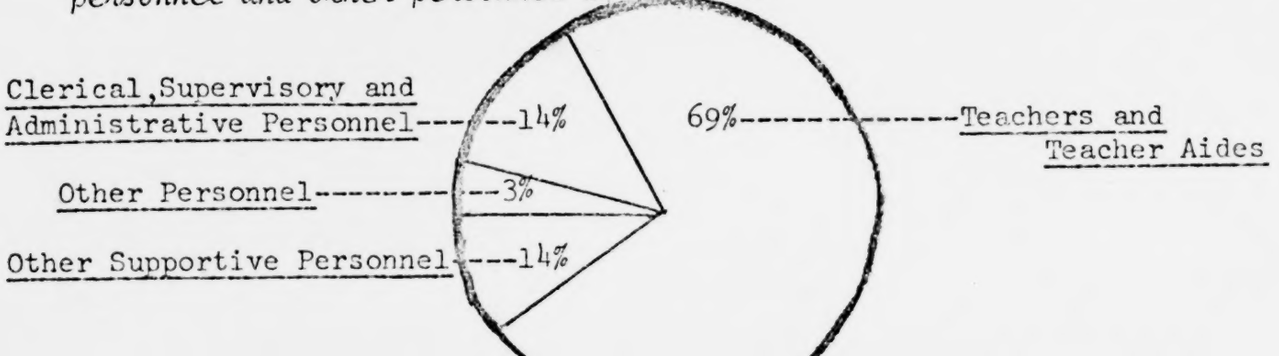
TOTAL 2647 (Regular) 3129 (Summer)

Comment on Personnel

Teachers and Teacher Aides equalled 69% of all personnel employed.

Other Supportive Personnel made up 14% of the Title I employees. This included Librarians, Library Aides, Counselors, Psychologists, Testing Personnel, Social Workers, Attendance Workers, Nurses, Physicians, Dentists, Dental Hygienists, and Home Visitors.

Clerical, Supervisory and Administrative Personnel made up 14% of Title I personnel and other personnel equaled 3%.



TITLE I AND NON-PUBLIC SCHOOLS

Evaluate the success of Title I in bringing compensatory education to children enrolled in non-public schools. Include in your evaluation such factors as the number of projects, the quality of projects, the time of the day and/or year when projects are offered, the adaption to meet the specific educational needs of educationally deprived children in non-public schools, changes in legal interpretations, and joint planning with non-public school officials.

During the 1969-70 project year 104 regular year Title I projects included non-public school children. This represents 75.9% of all projects during the regular year. Three thousand five hundred forty-seven non-public school children were served through these projects.

Since non-public school children attend Title I programs with public school students, there is no way of distinguishing the quality of the projects offered to non-public school children from the quality of projects offered to public school children.

In their Title I evaluation reports, Title I evaluators were asked to indicate areas in which special adaptions were necessary for the inclusion of non-public school children. They answered as follows:

CATEGORY	NUMBER OF LEAs	%
Class scheduling	55	52.9%
Transportation	24	23.1
Legal interpretations	9	8.7
Correlation of information systems between public and non-public school personnel	60	57.7
Academic content	15	14.4
Specification and identification of student needs	61	64
Incorporating non-public school personnel in planning sessions	64	61.5

Thus major areas of difficulty were program planning, correlation of information systems, and class scheduling.

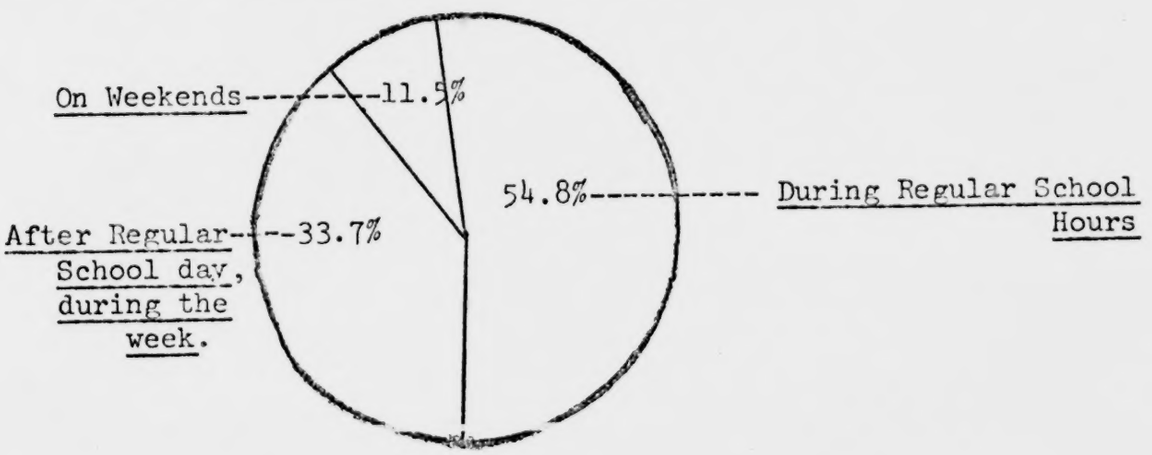
* Since summer projects did not report non-public students separately, a total count of participating non-public school children is not included in this report.

LEAs were also asked to indicate the time of the day and week when non-public school children were involved in their programs.

35 districts stated that non-public children participated after the regular school day, but during the regular school week.

12 districts indicated that non-public children received services on the weekend, and 57 districts reported that non-public children participated during regular school hours.

Non-Public Students Participated in Title I Programs



The State Title I staff stressed the importance of joint planning between public and non-public personnel in item 1 of the Guide and Checklist For Writing the Project and Submitting The Application. (See Appendix)

Through personal project negotiation sessions, the Title I Supervisors were able to acquire assurances from LEAs that joint planning had occurred between public and non-public school personnel.

Further efforts to ensure joint planning were made through a statewide meeting for non-public school personnel at the Department of Public Instruction. This meeting, conducted August 11, 1970, was designed to provide non-public school representatives with information on federal education programs in Wisconsin. Following is a list of non-public school representatives at that meeting:

Dioceses of : Superior, Green Bay, La Crosse, Milwaukee, Madison, and Cambridge
Martin Luther High School - Greendale
Missouri Synod Parochial Schools - Wausau
Wisconsin Synod, Lutheran Church, Milwaukee
Missouri Synod Parochial Schools, Milwaukee
Provincial Conference of Wisconsin, Cambridge

SEA STAFF VISITS

"During FY 1970, indicate the number of LEA Title I staff visits to LEA's participating in Title I. By objective of visit, (planning, program development, program operation, evaluation etc.) specify the purposes of these visits and their effect on the development, operation, and evaluation of local projects. Indicate proportion of visits by type."

In the last three years, the actual number of visits to LEAs has varied considerably. The large number of visits reported during 1969-70 is partially explained by the addition of one part-time Supervisor to the State Title I staff.

The visits reported in this report include those made by the Title I Administrator, the 3 and 1/2 Supervisors, 1 Administrative Assistant for Fiscal Reports, 1 Program Auditor, and 1 Project Associate in Evaluation.

	1967-68		1968-69		1969-70	
Purpose of Visit	#	%	#	%	#	%
Program Development	100	35	24	13	115	28
Program Operation	104	36	48	27	89	22
Evaluation	12	4	10	5	50	12
Other	21	7	3	2	---	--
Program Planning	---	--	51	28	96	23
Fiscal Audits	43	15	38	21	51*	12
Fiscal Reports	8	3	7	4	12	3
TOTAL NUMBER	288	100	181	100	413	100

* Twenty of these fiscal audits remain to be completed for the 1969-70 project year.

EFFECT OF TITLE I STAFF SERVICES

Evaluation of LEA Title I staff services was obtained through use of the following question on LEA's program evaluation reports.

"Was the SEA Title I office helpful to you in the areas of program planning, program operation, evaluation, fiscal accounting?"

Following is a summary of LEA responses to this question.

VERY HELPFUL		SOMEWHAT HELPFUL	
Program Planning	42%	Program Operation	56%
Fiscal Accounting	41%	Evaluation	53%
Evaluation	29%	Program Planning	45%
Program Operation	20%	Fiscal Accounting	39%

NOT HELPFUL		NO RESPONSE	
Program Operation	15%	Fiscal Accounting	11%
Evaluation 11%	11%	Program Operation	9%
Fiscal Accounting	9%	Evaluation	7%
Program Planning	9%	Program Planning	4%

It seems that efforts by the State Title I staff have been most successful in helping LEA's with program planning and fiscal accounting. Although few LEA's indicated total dissatisfaction with State services in evaluation, the fact that only 29% rated such services "Very Helpful", indicates that more assistance needs to be pro ded to LEA's in this area.

SEA ADMINISTRATION OF TITLE I

Describe any changes your agency has made in the last three years in its procedures and the effect of such changes to: improve the quality of Title I projects and insure proper participation of non-public school children.

During the 1969-70 project year, the State Title I office initiated the following programs and procedures to improve the quality of Wisconsin Title I programs. Each of these programs and procedures may be seen as an effort to improve local projects as a result of information gathered through State and local evaluation.

1. Title I "Show and Tell" Fairs

In January and March the Title I Office hosted two statewide dissemination meetings publicizing creative Title I programs in operation throughout the State. The format of these meetings was similar to the "show and tell" technique often used by classroom teachers. Each of the 36 schools selected to describe their Title I program set up individual project booths. Program representatives manning these booths used slides, tapes, movies, charts and pamphlets to describe their programs. Participants were free to talk with the project representatives about the techniques employed in their program. In this way, project planners were able to exchange ideas on the development of special programs for disadvantaged children. More than 400 Title I teachers, administrators, parents and other agency personnel attended these meetings. Since Title I applications were due in the State Title I office in June, these meetings served as a timely opportunity for project planners to gain new ideas for their own programs. Following is a list of project presentations made at the meetings:

District	Title of Project
1. Milwaukee	Speech and Language Development
2. Wausau	Early Adjustment Program
3. Superior	Music Program
4. Oshkosh	Potential High School Dropout Program
5. River Falls	Reading Center
6. Manitowoc	Summer Cultural Enrichment
7. West Bend	Physical Education--developing learning readiness

8.	Shawano	Pre-School Program
9.	Fredonia	Home Visitation Program
10.	Chippewa Falls	Multiple Sensorimotor Technique for the Teaching of Reading
11.	CESA #8	Disability Prevention Program
12.	Hayward	Special Summer Program and Program for Indian Students
13.	Stevens Point	Health Program
14.	Chetek	Kephart and Frostig Program
15.	Reedsburg	Exploration Opportunities Program
16.	Waukesha	Music Program for Mentally Retarded
17.	Flambeau	Follow Through
18.	Racine	Follow Through
19.	Southern Colony	Pre-School
20.	CESA #6	Inservice Cooperative Project
21.	CESA #3	Spectrum Special
22.	Northern Colony	Community Oriented Experiences
23.	Central Colony	Home-Life Training--Special Skills
24.	La Farge	Pre-School Home Visitor
25.	Fond du Lac	Extended Kindergarten Day
26.	Phillips	Reading Mothers
27.	Sheboygan	Parent Participation
28.	Platteville	Circus Reading
29.	West Bend	Beginning Physical EducationReadiness
30.	Marinette	Motor Perceptual Program
31.	Green Bay	Learning Disabilities
32.	La Crosse	Motor Perceptual Program
33.	Merrill	Teacher Aides
34.	Superior	Conservation
35.	Racine	Behavior Management
36.	De Forest	Speech and Language Mobile Unit Teacher Inservice

(2) Development of Guidelines for Title I program descriptions.

In an effort to provide direction to local education agencies, the State Title I Staff prepared a Guideline for local educa- agency use in preparing their Title I application. A copy of this Guideline may be found in Appendix A.

(3) Regional Application Writing Meetings.

During April, the Title I Supervisory Staff held regional meetings offering small group and individual conferences relative to preliminary project descriptions and the writing of applications for FY 71. All local Title I coordinators were required to attend one of these regional meetings.

(4) Application Submittal Conferences.

After local education agency Title I coordinators had completed their program application forms, they were required to meet with their area Supervisor. This second meeting provided an opportunity for the Supervisor to suggest areas of program improvement on a personal basis with the Title I coordinator.

(5) Policy Statement.

During February of 1970, local education agencies were required to submit a preliminary project description for their FY 71 program. The following statement was included in the letter sent to local education agencies requesting the submittal of this preliminary project description:

> *"Title I projects are funded for identified groups of children who do not or are not likely to function effectively in the school program. Applications reflect an understanding of this problem when they focus on underlying causes for learning deficits rather than on inability to read.*
>
> *The interest and motivation a child has for learning will be an outgrowth of an ability to function well with his peers, a background of personal experiences which can make reading meaningful, physical and emotional well being which facilitates growth and a classroom environment which is conducive to the development of these factors.*
>
> *Workbooks, mimeographed worksheets, and basal readers, therefore, are not the base upon which to implement a Title I program. These materials may be helpful to children who already have the motivation and enthusiasm for learning, but for an identified group of Title I children they could be more of a hindrance than a help.*
>
> *Therefore, when defining your behavioral objectives, we would expect the emphasis to be on root causes of learning problems rather than on surface reading deficits."--F. Brown*

(6) November Regional Meetings.

Recognizing evaluation to be a major area of weakness in Title I programs, the State Title I office presented four regional conferences throughout the State. The following topics were covered in general meetings and workshop sessions.

(1) Development of Behavioral Objectives
(2) Distinction between Cognitive, Affective, and Psychomotor Objectives
(3) Development of Monitoring Systems
(4) Use of a Calendar of Events in Project Planning and Evaluation
(5) Distinction between Instructional, Institutional, and Behavioral Variables
(6) Identification of Independent and Dependent Variables

In addition, State Title I staff was available to provide assistance in project planning, writing, and fiscal accounting.

(7) EPIC Evaluation Conference.

This two day workshop in May of 1970 was conducted by the staff members from the EPIC Evaluation Center. Tucson. Arizona. Workshop participants included representatives from 26 of the largest Title I programs throughout Wisconsin. A total of 36 Title I administrators and project evaluators attended this meeting. The following topics were studied in small groups.

--Writing Behavioral Objectives
--Evaluation Designs
--Needs Assessment Studies
--Monitoring Systems
--Calendar of Events

Thus, this workshop made it possible for participants to gain a greater understanding of the topics presented at the November Regional Meetings. Further follow up workshops are anticipated for the 1970-71 project year.

(8) Priorities for Reallocation of Funds.

Further efforts to improve the quality of Title I projects may be seen in the list of priorities established for the reallocation of funds during 1969-70.

Priorities

1. The amount of Title I money being spent for staff

inservice education is negligible and grossly inadequate to prepare staff to deal with the problems of the disadvantaged. The effectiveness of Title I money being spent for the type of inservice education programs being given staff reporting to work one week early in the school year is questionable unless it is geared specifically to educating the disadvantaged. The fact that Title I staff effectiveness is crucial to these programs accounts for the high ranking on the list of priorities.

2. Special projects which incorporate such activities as planning new projects, racial integrations, specialized inservice education, etc., will be given this high priority if there is reasonable promise that the results will lead to change.

3. The need to assist the pre-school age disadvantaged has been substantiated through Head Start and programs funded through Title I. Thus, this priority is concerned with the disadvantaged four-year old.

4. There are arguments for and against disadvantaged three-year olds attending school. There is, however, considerable support for a program that will help the mother help the disadvantaged three year old. This needs further exploration through specially designed programs.

5. Some exciting things are happening to kindergarten children enrolled in the extended school day. This high priority program presents opportunities to provide educational approaches other than those now being used for these children in the regular school program.

6. Programs which propose to increase home-school relations through guidance-type activities, home contact people, parent educators, etc., are being encouraged.

7. Unique types of summer school programs which can be most effectively conducted at this time of the year are those which break with traditional approaches to educational learning experiences, projects that try to get at the basic causes of educational problems, etc., will also be considered for funding through

reallocated funds. Examples include outdoor education programs, transitional programs with a high motivational impact and those that propose to use an untried approach to educating the disadvantaged will be considered at this priority level.

8. All other meritorious project applications.

(9) Experiental Inservice - Outdoor Education.

Two three day workshop sessions were sponsored by the Title I staff in June of 1970 at the Trees for Tomorrow Camp, Eagle River. Through these workshops, approximately 70 Title I teachers, teachers' aides, and program coordinators were given experience in the use of field trips as an instructional technique.

(10) Trainer of Trainers.

A joint project supported by Title I and Follow Through, described on page 25 of this report.

(11) Development of Cooperative Projects.

The State Title I staff has also devoted time to assisting local education agencies in the organization of Cooperative Title I programs. This combining of funds increases the fiscal base making possible the securing of expertise that can be shared among several schools. The success of this effort is shown in the number of LEAs participating in cooperative projects from 1966 to 1969.

YEAR	# OF LEAs IN COOPERATIVE PROJECTS
1966-67	28
1967-68	29
1968-69	46
1969-70	69

The 69 local educational agencies participating in cooperative programs represents approximately 17% of the total LEAs.(1) The goal is to reduce the number of programs in Wisconsin to fifty.

PARTICIPATION OF NON-PUBLIC SCHOOL CHILDREN

Within the last project year State Title I staff efforts to insure proper participation of non-public school children

---

(1) Percentage figure based on a total of 332 Title I projects during 1969-70.

have included the following:

(1) Individual supervisors met with local school personnel to review project applications. At this meeting the supervisors reviewed the LEA's compliance with requirements to work with local non-public school personnel.

(2) Participation in State sponsored meetings for non-public school representatives. (See page 11 for a description of this meeting.)

COST/EFFECTIVENESS

What evidence, if any, have you found in your State that the effectiveness of Title I projects is related to cost?

At the present time the Title I office is unable to cite any evidence in support of the statement that the effectiveness of Title I projects is related to cost.

However, information for the coming project year (1970-71) will include the cost per project phase as well as the number of children served, staff, and average amount of time of involvement for children in a particular phase.

ADDITIONAL EFFORTS TO HELP THE DISADVANTAGED

If State funds have been used to augment Title I programs, describe the number of projects, objectives of the programs, rationale for increased funding with State money, and the amount and proportion of total program funds provided by the State for the 1969-70 school year. Indicate the number of projects, number of participants, objectives of the programs, and the level of funding for the 1969-70 school year. Provide data separately for all compensatory education programs if any, supported entirely by State funds which were operated specifically for the educationally deprived.

During the 1969-70 project year, three major sources of State funds were utilized by local agencies in conjunction with ESEA Title I funds. These sources included:

(1) General State aid to local education agencies

(2) State Reinbursement Funds

(3) Special Funds released by the Board on Government Operations for Projects in Milwaukee inner city schools under Chapter 209, Laws of 1967 (Section 6)

General State Aid

Since State aids are not allocated specifically to be used in compensatory programs, no data was available on the amount of general state aid that has been used in conjunction with ESEA, Title I.

State Support For Personnel

Under Chapter 29, Laws of 1967, Sections 115.80 and 115.85, the State Department of Public Instruction is authorized to reimburse school districts, county handicapped children's education boards, and CESA's for the services of full time senior psychologists or senior social workers upon review by and with the approval of the state superintendent. The purpose of this legislation is to encourage the employment of certified social workers and psychologists by local school districts. State reimbursement is set at 70% of the total salary.

Each application for State Reimbursement is required to submit a form delineating other sources of federal funds which support in part the services of personnel applied for under the reimbursement plan. Reimbursement under the State Support Program cannot be given for personnel salaries supported at greater than 30% by other state or federal programs.

Approval of reimbursement funds was accomplished by a joint review of the application. The Title I supervisors worked closely with State administrative personnel to insure that local districts utilized all available State funds for the employment of social work or psychological personnel.

In a similar manner, the State Department of Public Instruction, Division for Handicapped Children, administers reimbrusement funds for local districts with speech correction or special education programs for handicapped children. The following level of State funding is available to local districts under this reimbursement plan.

Salaries of Certified Personnel	70%
Books	70% of $100.00
Equipment	70% of $100.00
Lunch	$.30 per lunch
Transportation	70% of funds over and above general aid

The remaining 30% of salaries and additional amounts for approved instructional equipment and materials are assumed by Title I, ESEA for those schools with approved Title I projects for handicapped children.

In all instances when State Reimbursement Funds were used in Title I programs for handicapped children, the establishment of classes for the handicapped was subject to the approval by the Division for Handicapped Children and the State Administrator of Title I, ESEA. The following criteria were used to approve projects jointly funded by State reimbursement and Title I funds:

1. All teaching personnel in the program had to be properly certified.

2. The project activity had to be communicated to the Division for Handicapped Children.

3. The local education agency had to show that they had taken advantage of State Reimbursement funds.

4. The local education agency had to show that the services funded under Title I, ESEA were supplementary services above and beyond those normally available to handicapped children in the local district.

Interrelated Language Skills Center - Teacher Aide Program, Milwaukee.

Under Chapter 209, Laws of 1967, $3,000,000.00 of State funds were allocated to provide for the educational needs of disadvantaged children residing in Milwaukee's inner core during the 1969-70 biennium.

Two programs were supported through these funds. To meet

the great need for special assistance in reading, the Interrelated Language Skills Center provided reading and cultural enrichment programs. Students in grades 4 - 8 identified as 2 years below grade level attended this Center. A pupil teacher ratio of 10-1 and multi ethnic instructional materials were key features of the program. A Citizens Advisory Committee assisted in planning and implementing the program.

The second program supported by State funds in Milwaukee's inner city was the Teacher Aide Program. Through this program teacher aides were employed to work in 46 inner city schools. Approximately, 14,500 man hours are provided by the aides each week.

Title I and Other Federal Programs

Provide descriptions of outstanding examples of the coordination of Title I activities with those of other federally funded programs. Identify the other programs and agencies involved.

1. Milwaukee

The number of federal programs operative within Milwaukee Public Schools requires special efforts to ensure coordination among the services provided within the various individual programs. Responsibility for overall coordination among programs is assumed by the Title I coordinator in conjunction with the non-teaching assistant principals assigned to each Title I school. Specif instances of cooperation are:

Title III - ESEA

Demonstrations on the use of audio-visual equipment are provided to the staff of the Title I Reading Center by audio-visual special lists employed in the North Division Cluster System Title III project. Staff from another ESEA Title III program in Milwaukee (Comprehensive and Supportive Services for School Age Mothers) work closely with the Title I Social work staff.

Title VII - ESEA

Jointly funded by ESEA, Title I and ESEA, Title VII, this bilingual program was designed to assist newly

arrived Latin-American pupils avoid linguistic and cultural isolation from the regular public school curriculum. To meet this objective, oral and written course work was presented in Spanish and English by a bilingual staff. First grade pupils learned to read in their mother tongue, English or Spanish; reading in the other language began during the second semester. Contributions of the Spanish culture were emphasized through staff prepared and existing bilingual materials. Parents and the community were represented by members of an Advisory Committee which met regularly with the project director. During the 1969-70 school year, 256 pupils participated in the program at varying times.

OEO Inner City Development Centers

Additional services are provided to students in the ESEA Intensive Psychological Services program through the OEO Inner City Development Centers.

Title II-ESEA

Materials acquired through ESEA-Title II are used in the two ESEA-Title I model Elementary Resource Centers.

Research And Development Centers

Materials prepared at the University of Wisconsin Research and Development Center are used in the Title I High Impact Reading Project.

National Youth Organization

The Title I Returnee Counselor and Intensive Psychological Services programs work in cooperation with the National Youth Organization.

Youth Opportunity Center

The Returnee Counselor Program under Title I makes use of resources at the Youth Opportunity Center.

Title XIX, Medicare

Title XIX, Medicare is used to assist Title I students participating in the Clinical Instructor Project at St. Charles Boys Home.

2. Iola

The Junior High School Tutoring Program at this school was made possible by joint funding from Title I and II of ESEA. Title I funds were used to pay the salary of 1 part time tutor for 11 children in the 7th. and 8th. grades. Title II funds supplied the instructional materials and audio-visual equipment used in the program. The tutor met with project students each day for one hour. In this way, special assistance was given to them in the areas of reading and math.

A second federal program that was coordinated with the Title I program at Iola was Title V of N.D.E.A.. Special funds from N.D.E.A. were used to purchase and administer achievement and I.Q. tests to project children.

3. Follow Through

Coordination between Follow Through and Title I in Wisconsin is shown in the Trainer of Trainers program started in December of 1969. A joint effort of the Follow Through administrator and the State Title I staff, this inservice program originated from suggestions of the Follow Through Parent Advisory Committee. The inservice program is designed to assist school personnel improve inner staff communication as well as communication between the home and school.

In the program, initial training of CESA level administrators is followed by their training teachers and community members in their local CESA areas. In this way a statewide inservice program is being implemented with a limited Title I and Follow Through staff. So far, three inservice workshops have been held for CESA administrators. The topics of these sessions included:

(1) The Administrators' Role in the Change Process - emphasis on small group dynamics,
(2) Idea Generation - creative problem solving, decision making and "brain storming", and
(3) "Special Programs" - team teaching, non-grading, multi-aging, and flexible scheduling.

Approximately 60 administrators and other educational personnel were involved in these training sessions. They, in turn, have conducted further training sessions for personnel in their local CESA areas. Responses from 24 of the original 64 participants showed that an additional 65 sessions had been held involving over 3,000 participants.

4. EPDA

Racine Public Schools' grant from EPDA supports an aide training program which includes ESEA-Title I aides. Under this grant 10 hours of pre-service and 14 hours of inservice with professional staff members is provided. This program includes such topics as: Orientation to Schools and Education, How Aides Work With Teachers, Dynamics in Group Learning, Using Audio Visual Equipment, How To Work With Children in Schools, Child Growth and Development, Individualized Instruction, and Review of Job Description. The Title I aides also receive on the job training through their experience and through continual guidance by the regular classroom teachers, unit leaders and building principals as well as through the supervision of the Title I personnel charged with this responsibility.

5. Kenosha

Kenosha Public Schools administers federal programs under ESEA Title I, ESEA Title III, Headstart, National Youth Corps, NDEA Title III, and Title XIX of Medicare.

As in other school districts with several federal programs, coordination is achieved in both formal and informal ways.

Formal means of coordination include the assignment of personnel to the Title I and Title II Policy Advisory Committees. By having 4 people serving on both committees, Kenosha has provided a means of avoiding duplication among program services.

A second avenue of coordination has been the policy of sharing inservice consultants. Special Consultants brought in for inservice training of Headstart or Title III personnel for example, are also available to personnel from Kenosha's Title I program. These joint inservice meetings have provided personnel from various federal programs with an opportunity to exchange ideas on methods for working with disadvantaged children.

Coordination between Title I and Headstart is based on the policy that services provided within these programs should complement each other. Headstart program services are explained to Title I and Title III personnel in Fall orientation meetings and personnel are encouraged to make use of resources from both programs during the year. Data from Headstart is

also used by Title I personnel in the identification of Title I students within the area.

The ESEA Title III program at Kenosha supports a team approach for the treatment of children with special learning disabilities. Title I children identified as having special learning disabilities are served by the Title III program in addition to their participation in Title I. During the summer of 1970, approximately 40 children were in both programs.

In like manner, several students participating in the National Youth Core also are involved in the Title I program.

Through NDEA Title III, Kenosha has received special testing and guidance personnel. These services are also made available to Title I students and information gathered through NDEA Title III testing is used by Title I personnel in program planning and student identification.

COORDINATION BETWEEN TITLE I and OTHER FEDERAL PROGRAMS

L.E.A.s indicated cooperation between Title I and the following other federally founded programs.

Number of LEAs Having Cooperation From Other Programs

ESEA	#	%*
Title II ESEA	168	50.6
Title II ESEA	58	17.5
Title IV ESEA	4	1.2
Title V ESEA	16	4.8
Title VI ESEA	15	4.5
Title VII ESEA	2	0.6
Title III NDEA	103	31.0
Title V NDEA	43	13.0
Headstart	85	25.6
Follow Through	5	1.5
Neighborhood Youth Corps	85	25.6
Job Corps	9	2.7
Education Professional Development Act	10	3.0
National Teachers Corps	1	.3
PL 874 Impacted Areas	28	8.4
U.S. Department of Agriculture Food Program	92	27.7
Welfare Administration Program	99	29.8
Medical Aid To Indigent Families	87	26.2
Other	35	10.5

*Percentage figures are based on a total of 332 Title I Projects that responded to the evaluation questionnaire.

TEACHER/TEACHER-AIDE INSERVICE

How many LEA's conducted coordinated teacher-teacher aide training programs for education aides and the professional staff members they assist? What was the total number of participants in each project? Describe the general patterns of activities and provide specific examples of outstanding joint training programs.

INSERVICE

All local education agencies reported that some type of inservice training was provided for their Title I personnel. The length and direction of inservice activities was as follows.

Total Number of Personnel Trained

Teachers	1,989
Teacher Aides	970
Other Professionals	340
Other Non-Professionals	267
TOTAL:	3,566

Length of Inservice Training Provided

Type of Meeting	Number of LEAs That Provided Training				
	2 hours	10 hours	1 week	2 weeks	TOTAL
1. General Meeting	149	124	54	23	250
2. College Course	5	21	11	28	65
3. Visitation to other schools by Title I staff	58	85	10	2	155
4. Conferences or Workshops	47	111	55	31	244
5. Special training for new aides provided by local staff	58	68	12	7	145
6. Workshop for aides provided by other professionals	33	35	5	14	87
7. Other Inservice Training	14	16	11	8	49

Direction Of Inservice Training

Area	Number Of Teachers Trained	Number of Aides Trained	Total Number Trained
Art	68	27	95
Attendance Service	47	46	93
Business Education	2	3	5
Curriculum Materials Center	190	178	368
English Language Arts	148	74	222
Cultural Enrichment	346	234	580
General Elementary and Secondary Education	846	438	1,284
Guidance	210	32	242
Education of Disadvantaged	499	285	784
Industrial Arts	25	2	27

Continued - Direction of Inservice Training

Area	Number of Teachers Trained	Number of Aides Trained	Total Number Trained
Kindergarten	137	51	147
Library Services	162	48	210
Mathematics	141	95	236
Music	32	9	41
Physical Education, Recreation	46	20	66
Pre-Kindergarten	79	35	114
Reading	1313	406	1719
Science	67	2	69
Special Education Handicapped	234	16	250
Social Studies/Social Science	104	---	104
Training for Aides	489	1252	1741
Vocational Education	19	---	19
Work Study	111	9	120
Motor-Perceptual Training	1162	685	1847
Other	974	155	1129

SUMMARY

- 74.6% of all Title I teachers received inservice training.
- 73% of all Title I teacher aides received inservice training.
- General meetings were the most frequently used format for inservice training, second and third in importance were conferences or workshops and visitation to other Title I schools.
- General Elementary and Secondary Education, Reading, Training for Aides, and Motor-Perceptual Training were most often mentioned as topics for special inservice training.

Shawano

The nine aides and seven teachers working in Shawano's summer school program took part in a seven week inservice program. During the first 3 days of this inservice program, the aides and teachers were instructed in principles of working with disadvantaged and minority group children by consultants from the University of Wisconsin, Oshkosh. During

these first days, primary emphasis was placed upon an understanding of attitudes. The teachers and aides then divided into subject groups corresponding to the area they would be working in. Consultants in reading and mathematics worked with these groups for the remainder of the summer. The last 3 days of the workshop were devoted to evaluation.

CESA #3

Two joint training sessions were offered to Title I teachers and aides employed in the schools that were part of the CESA #3 Cooperative Project. During August of 1969, a pre-service session was offered to Title I teachers and aides from Crivitz, Florence, Coleman, and Wausaukee. Approximately 15 teachers and 22 aides attended this meeting. Topics covered were: individual student evaluation, preparation of lesson plans, and use of report forms.

In September of 1969, a second training session was offered. Approximately 75 teachers aides and 25 teachers attended this meeting. The State Title I area supervisor was present to review ESEA Title I Guidelines, and a consultant from Headstart was also available to participants. The major topic of the workshop was "The Aide Working With Children."

In addition to these training sessions, special training was also made available to aides throughout the year at their individual schools.

Phillips

A year long inservice program was provided for the Reading Mothers working in Phillips Title I program. The inservice program itself consisted of 3 phases.

1. Reading Mothers spent one week observing the kindergarten rooms. The purpose of this observation was to see how a kindergarten teacher conducts a story time period and related activities. This observation also let the mothers observe the daily program that the kindergarten teacher and youngsters follow.

2. The Reading Mothers again visited the kindergarten room for 2 and 1/2 days. The first day for each group was spent in general observation and getting acquainted, on the second, the aides participated in professional activities.

3. A series of 8 meetings were held during the year. At these meetings teachers and the Project Coordinator spoke on various aspects of work in dealing with underpriveleged four and five year old children. The 2 nurses discussed health problems, and the speech

therapist presented suggestions for speech correction. The project coordinator reviewed program objectives, explained evaluation in terms of objectives, answered questions, and gave suggestions for the general operation of the program.

Platteville

The summer inservice program at Platteville Public Schools was based on a team approach. Participants included a reading consultant, 2 elementary principals, a psychomotor specialist, teachers, the 4 Title I paraprofessional aides, volunteer aides, and an inservice consultant. Each of the participants took part in workshop sessions dealing with:

1. group dynamics
2. creative problem solving
3. team teaching
4. brainstorming
5. use of media
6. inidividualizing instruction
7. use of motivational techniques and devices
8. use of behavioral objectives

The organization of this week long inservice session provided an opportunity for professional, para-professional, and volunteer staff to work together as a team before the Title I summer program began.

PARENT AND COMMUNITY INVOLVEMENT

Describe the nature and extent of community and parent involvement in Title I programs in your State. Include outstanding examples of parent and the community involvement in Title I projects.

Outstanding examples of parent and community involvement in Title I projects during 1969-70 include the following:

CESA 8, "Project Disability Prevention"

Seven local school districts pooled their Title I funds to support this Title I project. Efforts toward parent involvement included the establishment of Evaluatory Councils at each of the participating schools. Council members included: (1) the local administrator, (2) classroom teachers, (3) 4 parents of Title I students, (4) a Title I staff member and (5) a representative from each non-public school in the district. The individual councils met every six

weeks to suggest any program revisions that they felt were necessary.

A second effort at parent involvement was the attempt to encourage parents to read to their children. At the end of the project year, a total of 1723 books had been read to the 147 participating children. The average number of books read to children by their parent was 16.

The third avenue of parent involvement in this program was through classroom visitation. All parents were invited to visit the Title I classroom and observe their children in class.

Finally, each parent participated by responding to a questionnaire describing any behavioral changes noted in their children during the year.

RACINE "Extended Day - Carthage College"

In this program students from Carthage College, Kenosha, acted as volunteer "buddies" to Title I students from Junior High School. The college students were paired with their college buddy on a 1-1 ration. Adult supervisors were employed under Title I to identify, counsel, and supervise the junior high students. Junior high students were selected on the basis of observable need to identify with an older, more stable, achievement oriented adult. Activities of this program included:

1. weekly dinners together
2. holiday parties
3. attending sporting events
4. various recreational activities such as ping pong, fishing, art projects, and sewing projects.

Since Carthage College was unable to provide the evening meal to the junior high students, the college students decided to give up one meal a week so that their younger brother or sister could eat with them.

Racine "Human Resources Coordinator"

Through this program ten Human Resources Coordinators were selected from the neighborhoods of project area schools to work with parents and personnel of that school. One Spanish speaking coordinator with a Spanish-American background served the entire project area.

The coordinators assisted parents of educationally disadvantaged children in the project area to become more informed, more supportive, and more involved with the school program.

The coordinator welcomed new families to the school community, explained school policies and programs, and assessed the talents and skills of the families. He also arranged for their participation in school activities, assisted needy parents to receive help from the proper community or social agencies, arranged for parent meetings to discuss concerns relevant to school and personal life, and generally served as a laison between the school and the home.

This program served children in the Racine project area schools from kindergarten through grade six. Approximately 800 children were involved.

Kenosha

The Home Visitation phase of Kenosha's Title I projects was initiated to service the community in 4 core area schools. Project staff included a home visitor from the Department of Pupil Services and 4 para-professionals. Each para-professional was recruited from the immediate vicinity of the school she served. The Home Visitation staff was responsible for the following objectives:

1. Communicating with project areas families so parents and their children develop and maintain a positive attitude toward the school in their community.

2. Provide immediate service for crisis situations and hopefully prevent crisis from occurring.

3. Interpret the customs, traditions, and values in the neighborhood to staff members, and present accomplishments of the school to the neighborhood.

4. Build a better understanding and stimulate support for the services provided for children and their families by the school.

In attempting to achieve these goals, the staff made home visits, arranged for individual counseling and group guidance sessions, made referrals to outside agencies, and informed parents concerning the availability of assistance from community agencies.

285 students were referred for multiple reasons to the

home visitor. These children represented 181 families. During the year, the home visitor was able to make over 700 home calls. The community aides made over 390 home visits. As a result of these visits the staff was able to develop valuable relationships with project students and their families. Evidence of this was shown in various ways. Project youngsters would often visit the aides in their homes in the evening. In the morning, one of the aides would stop and bring a youngster with her on the way to school. Many parents went to community aides seeking information throughout the year. The community aides, home visitor and principals worked out a plan where quality used clothing would be made available to needy children. Each community aide had a running inventory of what was available in their school, and exchanged items on a regular basis as needed.

PARENT INVOLVEMENT

In their evaluation reports local districts reported the following extent of parent involvement in their programs.

Category	Number of Parents
1. Parents assisted in project planning	9034
2. Individual Conferences attended by parents	20079
3. Group Meetings on Title I	5839
4. Meetings to help parents assist their children	7512
5. Parental visits to Title I classrooms	10162
6. Home Visits by Title I Staff	2085
7. Parents as Teacher Aids	7856
8. Parents helped in evaluation of project and made recommendations	3993
9. Parents acted as chaperones on field trips	9189
10. Parents helped their children with school work following teachers' suggestions	22524
11. Parents received letter from school regarding their child's progress	7142
12. Reading Mothers	102
13. Other forms of parent involvement	812

SUMMARY

Statewide, major forms of parents' involvement in Title I programs have been attendance at individual conferences with Title I personnel, and helping their children at home under the guidance of Title I personnel. A large number of parents also made visits to Title I classes and acted as chaperones on field trips.

EFFECT OF TITLE I ON SEA, LEAs, and NON PUBLIC SCHOOLS

What effect, if any, has the Title I program had on the administrative structure and educational practices of your State Education Agency, Local Education Agencies, and non public schools?"

LOCAL EDUCATION AGENCIES

In their 1969-70 evaluation reports, ESEA-Title I project evaluators were asked to describe the effect Title I had upon their educational agency. Responses from 226 or 68% with Title I programs are summarized in this report.

Local evaluators comments indicated that in addition to changes in attitudes toward the disadvantaged, Title I had led to changes in curriculum, staffing patterns, teaching techniques, and parent involvement. Specific areas of change mentioned by local evaluators were:

Curriculum Changes

* Increased use of individualized instruction
* Development of programs for early childhood education
* Development of special reading programs.

Changes in Teaching Techniques

* Adoption of an "experimental" attitude toward teaching
* Increased evaluation of student progress

Changes In Staffing Patterns

* Use of a "Team" approach
* Employment of Teacher Aides

Greater Involvement of Parents in Education

Changing Attitudes Toward the Disadvantaged

In their reports, LEAs frequently mentioned Title I's influence in producing a greater awareness of disadvantaged children's special academic and social-emotional needs. As a direct result of this awareness, LEA's cited the development of individually based education programs.

> "The Title I project has assisted us in understanding the the needs of disadvantaged students. This understanding

> and awareness of the needs of children has tended to make our administrative structure and educational policies more flexible and has led to more individual programs for disadvantaged students." -- Maple

Once individually based programs were proven effective for Title I students, they were introduced into the regular program.

> "More concern is given to the Title I programs and the idea for more individualized instruction is being promoted throughout the whole school system." -- Ashland

> "Involvement in the Title I program has lent an impetus to curriculum change, and to seeing the advantages of individualized, personalized instruction--not only for the child with disabilities, but for the general student population." -- Burlington

Local evaluators' comments described the various means employed in providing individualized programs to Title I students. The following list of the factors mentioned, shows that provision of "individualized instruction" has led to innovations in both curriculum and student organizational patterns.

1. Use of developmental reading approach
2. Provision for a wide range of ability based material through special Instructional Materials Centers
3. More flexible class scheduling
4. Evaluation of existing organizational patterns
5. Provision of individualized guidance programs
6. Initiation of a multi-level reading program
7. Change from homogeneous to heterogeneous student grouping
8. Use of contract teaching systems

PREVENTATIVE APPROACH

A second area where Title I has led to change in educational policy has been early childhood education. Local evaluators reported that Title I's emphasis on the prevention of educational deficiencies has encouraged the development of pre-school and early childhood programs. The operation of these programs has often represented a major change in educational programming.

> "Pre-school projects such as the "Reading Mothers" program and the pre-school enrichment program have been developed to overcome educational deficiencies such as a lack of readiness for regular school programs present in children already enrolled in the primary grade of schools in our project area." -- Phillips

"It was Title I funds which made the initiation of the reading program, the pre-school program, perceptual-motor program, and library kits program possible. Title I has strengthened education by starting new programs." -- New Holstein

Reading Skills

Although reading has always been considered a major part of the school curriculum, local evaluators indicated that Title I has led to increased efforts on the part of teaching staff to provide students with the special assistance needed to acquire reading skills.

"Title I has had an impact upon the administrative structure since the Waunakee Title I reading program began four years ago. Reading has become one of our major concerns in the regular curriculum. The remedial disadvantaged child has been given priority attention to his needs. A developmental reading program K-8 has been implemented to meet not only the disadvantaged, but all children's individual needs. Last year, a multi-level reading program was implemented in the regular curriculum." -- Waunakee

"The Title I project has had a positive effect upon the educational policies of our local education agency. Interest in reading has reached a high peak in the educational allocations." --Belmont

"More concern is shown for the poor or non-reader and developing the "whole child". -- Pembine

Teaching As An Experimental Process

The lack of rigidity in Title I programs and the smaller pupil-teacher ratio were cited as factors in developing an experimental attitude toward teaching. As the following comment from a Title I teacher makes clear, Title I has provided a unique opportunity for teachers to develop new approaches within the classroom setting.

"Because of Title I funds, I have had the opportunity to experiment with different techniques in teaching. By having no definite textbook to cover and a small

class to work with, one is able to sense if the technique being used is reaching the students. If not, there is no problem in switching to a different one. Also, because the attention span of the slow learner is short, various techniques could be used during one class period. Therefore, I feel that because of the Title I program, I have had opportunities to become aware and to use the various teaching techniques and strategies which would lead to better teaching." -- Seymour

Evaluation

Experimentation with different teaching techniques, organization patterns, and curricula has lead to new emphasis on evaluation.

"An important side effect of our project has been improved by teaching techniques by our regular classroom teachers in several instances. They have learned better evaluation techniques. They have learned to move more slowly with slower readers, and they have expanded into a greater variety of media and approaches." -- Baldwin-Woodville

"Title I certainly has had an effect on the closer evaluation of children's learning abilities as well as the many reading techniques that can be employed to help a child." -- Edgerton

"The testing program for the school system has been reexamined and recommended changes have been put into practice." -- Shell Lake

Changes In Staffing Patterns

A major area of change in staffing patterns mentioned was the introduction of teacher aides into the classroom.

"The Title I project has initiated the use of teacher aides. We hope to see this expanded into the regular classrooms." -- Sheboygan Falls

"Title I has brought about a policy change in the use of aides throughout the school system." -- Mauston

"Our use of teacher aides in the summer Title I program is causing the local administration to look at the possibility of using teacher aides in classrooms." -- Waterloo

"The use of aides in the school has been very successful. Since funds were not available through Title I, the district has continued to provide this service."--Lancaster

Additional changes in staffing patterns have come about through the development of a "team" approach to meeting the needs of disadvantaged children.

"Title I has caused many of the regular teachers to work closely with someone outside of their own domain and to see some of the problems involved in scheduling and most of all, meeting the needs of the deprived which would be difficult to meet in a regular classroom situation. It has broadened the horizon of the sometimes limited viewpoint of the regular teacher." -- Boscobel

"The system has had to employ more widely the services of a school psychologist and guidance counselor." -- Menominee Falls

"Title I projects have caused a much closer working relationship between the administration and the Title I personnel. It has also made the administration more aware of school and community needs as far as the disadvantaged are concerned." -- Galesville

"Teachers are more aware of the necessity of cooperation with other staff members." -- New Lisbon

"There is a closer working relationship among all instructional members of the staff." -- Tigerton

Parent Involvement

A final area of change mentioned by LEAs was the increased parental involvement in educational programs fostered by Title I.

"The Title I project has made the administrators more aware of the importance of working with parents and especially with parents of pre-schoolers. I would assume that the awareness will permanently change these policies of the administrations as far as pre-school cooperation between school and parent is concerned."-- New Glarus

"The Title I project has created a fuller realization that schools cannot afford to insulate themselves from the community, they must have more parent involvement."-- La Crosse

"The administrative members of our particular situation have been made aware of the need for parental interest in a program such as ours. Many of the parents expressed a sincere desire for and expansion of the program and their desire to have their children remain in the program."--
Port Wing

STATE EDUCATION AGENCY

During the 1969-70 project year, the State Education Agency has been effected by Title I in the following ways:

1. A Federal fiscal department was established to process all routine accounting forms.

2. The data processing unit of the Information Systems division has cooperated with the Title I staff in compiling evaluation and fiscal data.

3. The Publications Department has worked with Title I staff in preparing "Four Years of Title I" and "A Turning Point" publications on Title I programs in LEA's and state supported institutions for neglected and delinquent children respectively.

4. Special Educational Consultants within the State Education Agency have worked with local Title I project personnel in program planning and have participated in State Title I inservice meetings.

5. Personnel from the Bureau of Research and Development have worked with the Title I evaluator throughout the year.

6. Title I Supervisory staff were represented on most of the SEA Task Forces within the instructional Services Division.

EFFECT OF TITLE I ON NON PUBLIC SCHOOLS

Non-public school students participation in Title I programs has led to closer communication between public and non-public school personnel. Non-public administrative school officials have attended planning meetings with public school and community representatives and non-public school teachers have been able to meet and exchange information with teachers from public schools.

Inservice training meetings have also served as an occasion for the exchange of ideas between public and non-public school personnel.

The State Department sponsored meeting with non-public representatives also served to enhance cooperation between public and non-public school personnel. This meeting is described on page 11 of this report.

EVALUATION

Part of this year's evaluation questionnaire was devoted to gathering information on the type of evaluation methods being used by local education agencies. LEAs indicated that they were using the following methods and instruments.

Standardized Tests Used	Number of LEAs	%
1. Achievement Batteries - Reading	282	84.9
2. Intelligence Tests	187	56.3
3. Reading Readiness Tests	159	47.9
4. Motor-Perceptual Development Tests	113	34.0
5. Achievement Batteries Other Than Reading	95	28.6
6. Interest Inventories	86	25.9
7. Speech	64	19.3
8. Other Standardized Tests	62	18.7
9. Personality Tests	44	13.3
10. Tests of Manual Dexterity	29	8.7
11. No Standardized tests were used	28	8.4
12. Vocational	13	3.9
13. Tests of Mechanical Ability	7	2.1

Locally Devised Measures Used	Number of LEAs	%
1. Teachers Anecdotal Record	279	84
2. Staff Evaluation Meetings	216	65.1
3. Teacher Rating Scales	208	62.7
4. Parent Questionnaires	177	53.3
5. Case Histories	169	50.9
6. Student Self Evaluation Questionnaire	150	45.2
7. Outside Observer Comments	126	38

Number of Staff Evaluation Meetings	Number of LEAs	%
Once a week	80	24.1
More Than Once a Week	44	13.3
Once A Year	9	2.7
Less Than Once A Week But More Than Once a Year	195	58.7
No Response	4	1.2

SUMMARY

As can be seen from the above tables, LEAs have not placed a strong emphasis on the use of standardized measures of students' achievement and ability. In terms of locally devised measures, teachers' anecdotal records and staff meetings have received the greatest emphasis Thus it appears that there is a need to encourage LEAs to employ more objective measures for the assessment of change in student behavior.

EFFECT UPON EDUCATIONAL ACHIEVEMENT

A. *What effect, if any, has Title I had upon the educational achievement of educationally deprived children including those children enrolled in non-public schools in your State? On the basis of objective Statewide evidence--not testimonials or examples but hard data--describe the impact on reading achievement levels of educationally deprived pupils, including non-public school pupils. With standardized achievement test results, compare the achievement of participants in Title I projects to that of all pupils of the same grade level in the State using current national and statewide norms and specifying the norms used. All evidence should be based on the educational performance of a significant number of Title I participants in your State. Indicate the number of Title I participants for which data are presented.*

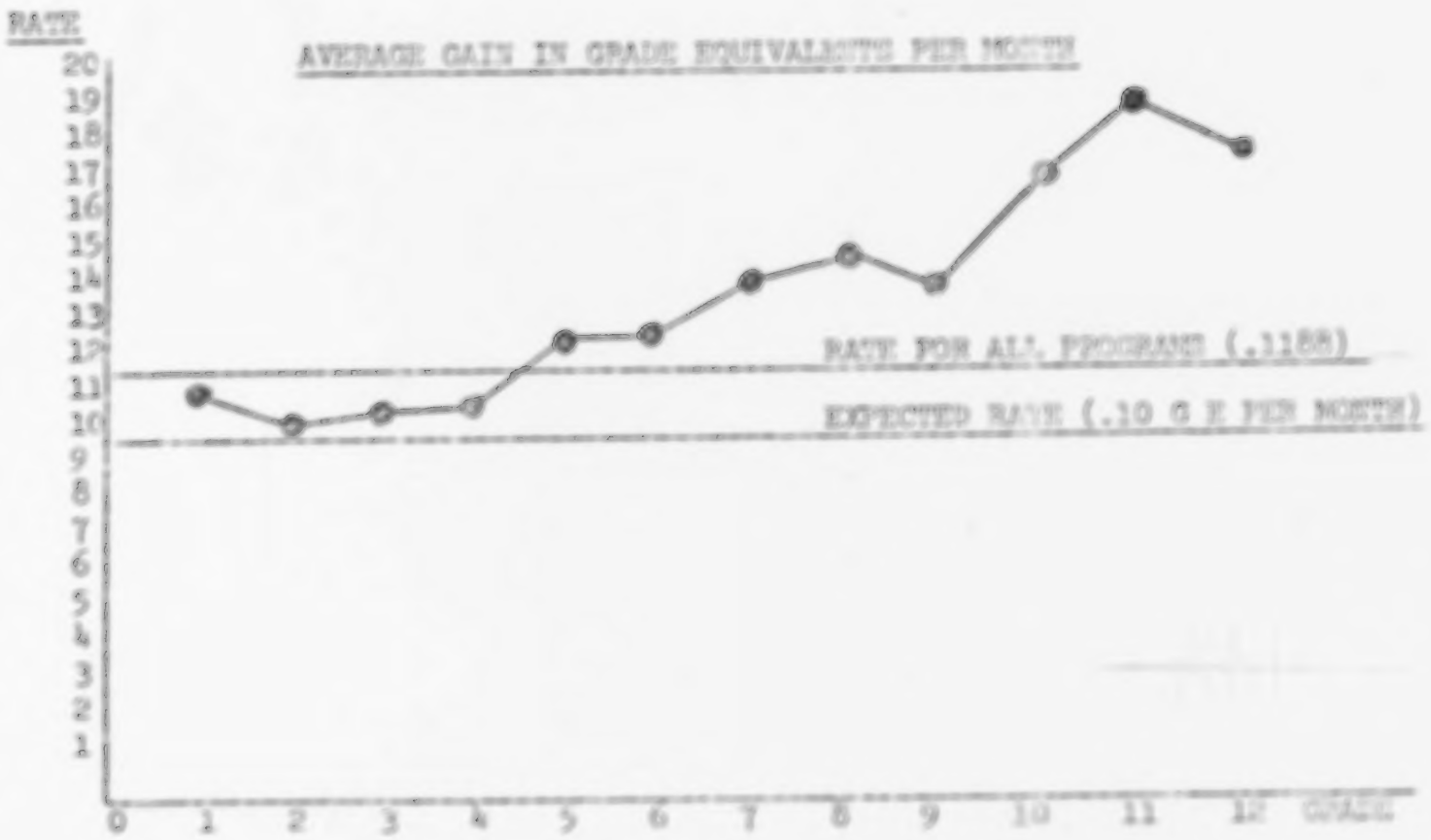
To determine what effect Title I programs had on the educational achievement of participating children a sample of standardized test scores from 174 regular year programs was analyzed. Fifty-nine percent of all regular year Title I programs were represented in this sample. This sample included general achievement, mathematics, and reading tests scores from 11, 648 Title I students. Gain scores were reported as average rate of growth per month. Net change in student's grade equivalent was divided by the number of months between pre and post testing.(1) LEA's reported change scores separately for each grade level involved in their program. They also averaged the achievement for all grade levels in their program to derive an average rate of growth score for their total program. Non-public students'scores are not reported separately since they participated in the same programs as did public school children. Chart A is a summary of the information reported by LEA's.

(1) Since there is no statewide testing program in Wisconsin, Title I students' rate of achievement was compared to an expected growth rate of 0.1 grade equivalent per month of instruction.

CHART A

Achievement by Grade Level

GRADE	RATE	STANDARD DEVIATION	NUMBER OF PROGRAMS	NUMBER OF CHILDREN
1	.1145	.075	53	816
2	.1040	.051	135	2,383
3	.1108	.060	153	2,192
4	.1119	.053	139	1,865
5	.1204	.063	127	1,499
6	.1215	.070	103	992
7	.1496	.099	55	656
8	.1535	.109	52	585
9	.1388	.098	16	292
10	.1718	.137	11	262
11	.1969	.113	9	63
12	.1750	.103	6	43
ALL PROGRAMS	.1188	.069	174	11,648



It is interesting to note the greater rate of gain for children in the higher grades as compared to the gain made by children at the early elementary level. For example, a T test for dependent groups showed the following values for students in grades 2 and 11.

Grade	Rate	Number of Programs	S. D.	T Value
2	.1040	135	.051	4.8917
11	.1989	9	.113	

$p < 0.01$

SUMMARY

- The average rate of achievement was highest in grades 7 - 12.
- Sixty-three percent of the 11,648 tested achieved at least 0.1 grade equivalent per month of instruction.
- [illegible] were then grouped to show the number of children who gained o to .04, .05 to .09 and .10 and above grade equivalent per month of instruction.

CHART B -- Number and Percent of Children Achieving Within Ranges

N = 11,648 students

Average Change in Grade Equivalents Per Month

Grade Level	.00 to .04		.05 to .09		.10 and above	
	No.	%	No.	%	No.	%
1	80	9.80	264	32.35	472	57.84
2	122	5.12	774	32.48	1487	62.40
3	166	7.57	654	29.84	1372	62.59
4	105	5.63	616	33.03	1144	61.34
5	119	7.94	405	27.02	975	65.04
6	120	12.10	302	30.44	570	57.46
7	39	5.95	99	15.09	518	78.96
8	23	3.93	140	23.93	422	72.14
9	43	14.73	83	28.42	166	56.85
10	11	4.20	85	32.44	166	63.36
11	1	1.59	0	--	62	98.41
12	6	13.95	0	--	37	86.05
** TOTAL FOR ALL	835	7	3422	30	7391	63

CHARACTERISTICS OF LEAs SUCCESSFUL PROGRAMS

"What are the common characteristics of those Title I projects in your State that are most effective in improving educational achievement?"

Program Description

In an effort to isolate the characteristics of projects that were most effective in improving educational achievement, all LEAs with regular school year programs that were included in the test score sample (see page 42) were asked to provide the following information:

1. What type of instruction was offered to project students?

   Individual Instruction _____
   Group Instruction _____

2. Material Presentation could be best described as:

   A. Topic or subject centered _____
   B. Skills centered (e.g., developing vocabulary or listening ability) _____
   C. Activity centered (e.g., reading activities were centered around a class field trip experience.) _____

3. The learning objective emphasized for Title I students was:

   A. Knowledge of facts _____
   B. Understanding concepts or principles _____
   C. Developing skills _____
   D. Developing reasoning ability _____
   E. Building attitudes _____
   F. Application of learning to practical situations _____

4. Other Title I programs attended:

   In addition to special instructional activities, Title I students also attended the following other Title I programs or services: (Check all that apply)

   A. None _____
   B. Cultural enrichment _____
   C. Psychological services _____
   D. Social work services _____
   E. Health services _____
   F. Speech therapy _____
   G. Motor-perceptual training _____
   H. Other (please specify the nature of other programs offered to your Title I students with the use of Title I funds.)

5. The main teaching method used was:

   A. Lecture method _____
   B. Demonstration _____
   C. Class discussion _____
   D. Individual tutoring _____
   E. Team teaching _____
   F. Programmed learning _____
   G. Independent study with occasional direction from the teacher _____

6. The average number of hours of instruction offered to project students was _____.

Following is the percentage of LEA's who indicated that the characteristic was descriptive of their program. One hundred seventy-four Title I programs are included in this summary.

Percentages within individual groupings are not additive because LEA's in many cases were unable to select one "main" characteristic under a given section. They stated that several approaches were being used within their programs, and that it was impossible for them to indicate which of these approaches was most important. In those cases, LEA's checked more than one response in a given area.

The actual number of learning objectives and teaching methods selected by LEA's was:

	High Achievement Program	Low Achievement Program
Average No. of Objectives	2.8	2.9
Average No. of Teaching Methods Used	2.3	2.1
Number with 1 Objective	7	3
Number with 1 Method	21	26
One Objective & 1 Method	11	18
Number of Programs	86	88

QUESTION	PERCENT YES
GROUPING OF STUDENTS	
1. Use of individualized instruction	83.9
MATERIAL PRESENTATION	
1. Topic or subject centered	16.7
2. Skills centered	94.3
3. Activity centered	23

QUESTION	PERCENT YES
GROUPING OF STUDENTS	
LEARNING OBJECTIVES THAT WERE EMPHASIZED	
1. Knowledge of facts	8
2. Understanding concepts or principles	31.6
3. Developing skills	93.7
4. Developing reasoning ability	37.9
5. Building attitudes	69
6. Application of learning to practical situations	38.5
OTHER TITLE I ACTIVITIES AND SERVICES OFFERED IN ADDITION TO INSTRUCTION	
1. None	26.4
2. Cultural Enrichment	35
3. Psychological Services	45.4
4. Social work services	24.7
5. Health services	38
6. Speech therapy	40.8
7. Motor-perceptual training	27
8. Other	8
THE MAIN TEACHING METHOD USED	
1. Lecture Method	4
2. Demonstration	23
3. Class Discussion	32.3
4. Individual tutoring	86.8
5. Team teaching	6.9
6. Programmed learning	37.9
7. Independent study	29.3
LENGTH OF INSTRUCTION	
1. Average Number of Hours Per Pupil 136.8 (S.D. = 111.92)	

SUMMARY

This response showed that most Title I programs:

- Relied heavily on the use of individual and small group, rather than large group instruction — 83.9%
- Focused mainly on the development of skills — 93.7%
- Included an emphasis on the development of student attitudes toward learning — 69 %
- Involved students in supportive and enrichment activities in addition to giving them special assistance through instruction — 73.6%
- Provided individual tutoring — 86.8%
- Used approximately two teaching methods
- Had approximately three learning objectives

Although the actual amount of instruction offered to students varied widely throughout the State, the average number of instructional hours offered was 137 per pupil.

CHARACTERISTICS OF SUCCESSFUL PROGRAMS

A Chi Square test was used to test the hypothesis that the distribution of these characteristics between high and low achievement programs[1] could be attributed to chance alone. High achievement programs included all programs where students achieved 0.11 or more / GE per month. Low achievement programs included all programs where student achievement was less than 0.11 GE/month. A significant Chi Square value would show that the distribution could not be explained by chance alone. In this case the characteristic could be used to distinguish between high and low achievement programs.

As Table 1 shows, none of the Chi Square values were significant. Thus on the basis of this study, none of the 26 program characteristics distinguished between high and low achievement programs.

---

(1) Since the number of degrees of freedom was 1, the actual formula employed included Yates correction for continuity.

$$\chi^2 = \frac{\left(\left| n_{11} n_{22} - n_{12} n_{21} \right| - n_{..}/2 \right)^2 n_{..}}{n_{.1}\, n_{.2}\, n_{1.}\, n_{2.}} \quad \text{if } \frac{n_{11}}{n_{.1}} \neq \frac{n_{22}}{n_{.2}}$$

$$\chi^2 = 0, \text{ if } \frac{n_{11}}{n_{.1}} = \frac{n_{22}}{n_{.2}}$$

The following table presents the Chi Square values, the level of significance, and the Pearson Mean Square Coefficient of Contingeny*1 (c) for each of the 25 variables.

VARIABLE NAME	CHI SQUARE VALUE	LEVEL OF SIGNIFICANCE	C
Grouping of Students			
Individual Instruction	.07	.80	.02
Material Presentation			
Topic or Subject Centered Instruction	.23	.70	.04
Skills Centered Instruction	0	--	0
Activity Centered Instruction	.01	.95	.01
Learning Objectives Emphasized			
Knowledge of Facts	.05	.90	.01
Understanding Concepts or Principles	.01	.95	.01
Developing Skills	.44	.70	.05
Developing Reasoning Ability	.08	.80	.02
Building Attitudes	.35	.70	.04
Application of Learning	.19	.70	.03
Other Title I Programs Attended			
None	.18	.70	.03
Cultural Enrichment	.18	.70	.03
Psychological Services	.56	.50	.06
Social Work	.62	.50	.06
Health	0	0	0
Speech Therapy	.55	.50	.06
Motor-perceptual training	.01	.95	.01
Other *2	.05	.90	.02
Teaching Methods Used			
Lecture Method	0	--	0
Demonstration	.01	.95	.01
Class Discussion	1.54	.30	.09
Individual Tutoring	0	--	0
Team Teaching	2.36	.20	.12
Programmed Learning	.34	.70	.04
Independent Study	.19	.70	.03

*1 The Pearson Mean Square Contingency Coefficient reflects the degree of dependence between the columns and rows in a Chi Square table. In this study, column values reflect achievement scores, and row values showed either the absence or presence of the characteristic. The closer the values of this coefficient approach 1.0, the closer the relationship is between rows and columns.

*2 The category of "other" included: library services, summer training for the culturally deprived, social services-home visits by home visitor, high school tutorial services (2) RIMC (materials center), Special study centers, reading mothers through the VISTA program, academic enrichment, visual perceptual training, counseling services, ho[illegible]tor and health service, and summer camp for handicapped students.

SUMMARY

The insignificant Chi Square values produced by this study would support any or all of the following conclusions:

1. The questionnaire itself failed to distinguish between programs.

2. None of the characteristics studied were in fact related to student achievement.

3. The X^2 statistic failed to identify the characteristics that were uniquely associated with high achievement programs because it did not consider the variance between actual program rate of growth values.

Since alternative #2 is in direct opposition to accepted research, alternatives 1 and 3 will be considered. To determine which of these alternatives is correct, a stepwise regression analysis will be done. This analysis will use achievement as the dependent variable. Independent variables will include:

1. Average cost per pupil
2. Average length of instruction per pupil

Learning Objectives Emphasized

3. Emphasis on teaching facts
4. Emphasis on understanding concepts
5. Emphasis on developing skills
6. Emphasis on student attitudes
7. Emphasis on the application of information

Teaching Methods Used

8. Use of lecture method
9. Use of demonstration method
10. Use of class discussion
11. Use of individual tutoring
12. Team teaching
13. Use of programmed learning
14. Use of independent study with occasional direction[illegible] the teacher.

It is hoped that consideration of cost per pupil, incl[illegible]n of variables with the highest Chi Square values, and use of a parame[illegible]c and thus more discriminating statistic, will provide more information on the characteristics of successful programs.

LEA RANKING OF PROJECT CHARACTERISTICS

A second approach was used to identify common characteristics of successful projects. All LEAs were asked to place the following list of project characteristics in rank order on the basis of the characteristic's importance in achieving project objectives. A weighted scale of 1 - 15 was used to rank order the various characteristics selected by LEAs.

RANK ORDER	WEIGHTED TOTAL	PROJECT CHARACTERISTIC
1	3287	Home-School Cooperation
2	3279	Lower Pupil-Teacher Ratio
3	3239	Frequent Staff Planning & Evaluation Meetings
4	3230	Use of Clearly Defined Program Objectives
5	3171	Cooperation between Title I and Non-Title I Personnel
6	3149	Use of Special Educational Materials
7	3065	Inservice Training
8	3049	Use of Specialized Equipment
9	2567	Use of Special Personnel
10	2284	Use of an Experiental Approach to Learning
11	2149	Use of Supportive Services in Addition To Training in Skill Areas
12	2131	Employment of Teacher Aides
13	1794	Use of Community Resources
14	1413	Use of a "Team" Approach
15	1023	Multi-age Grouping
16	197	Other (Since only 16 LEAs mentioned other characteristics they were not tabulated)

APPENDIX

I. ESEA Title I Project Application Guidelines

II. ESEA Title I Project Evaluation Guidelines

III. School Districts With Title I Projects 1969-70

Appendix I

ESEA, Title I
Section III: Program Description

GUIDE & CHECKLIST FOR WRITING PROJECT & SUBMITTING APPLICATION

This guide and checklist will also serve as the form on which the narrative portion of the Title I application should be written.

Its use will assist the project writer in:

- Developing a logically consistent description of the program wherein all factors of the narrative have a direct relationship to each other.
- Placing the Title I program in proper perspective with the total school program with Title I part of a whole rather than an appendage.
- Submitting a uniform format which will help to expedite the review and approval of Title I applications.
- Establishing a check system for reviewing and evaluating the program during its operation.
- Assessing the program for accountability and comparability.

NOTE: It is intended that you check off the "items" under the Item column as you develop and complete your project description.

If you have several "phases" (components) in your project, you should identify those phases as you proceed and develop the items accordingly.

Philosophy of Title I

"The total program should concentrate sufficient resources, in relation to the number of educationally deprived children in its district, to insure that the special educational needs of these children will be significantly reduced, and that the help provided will not be fragmentary"...Therefore the total program should include a variety of coordinated approaches toward meeting the needs of the educationally deprived children in a school district"...size, scope and quality should be considered in terms of the breadth and intensity of the impact on each child involved."

Guidelines: Special Programs for Educationally Deprived Children, ESEA Title I, 1965, USOE

Goals of Title I Program

1. A goal of Title I programs, in its concern to meet the educational needs of "disadvantaged" children, is to assist in directing needed changes in the total school program.

2. To make provisions which will assure all youngsters of the necessary preparation for individual and social competency.

TITLE I - E.S.E.A., FY 1971
State Department of Public Instruction

GUIDE & CHECKLIST FOR WRITING THE PROJECT & SUBMITTING APPLICATION

(To be completed by LEA and returned with application to Title I Supervisor)

RATIONALE: To assure understanding and expedite approval of project applications

Following are our perceptions of the specific checklist items:

ITEM	GUIDELINE	** LEA DESCRIPTION	D.P.I. REVIEW
1. PLANNING & EVALUATION - Parents - Nonpublic - CAP - LEA Staff - Representatives of Other Federal Prog. - Other Community Agencies - Other Professional Groups *- Eval. procedure & impl. gives direction for ongoing program development *- The Plan for Eval. is identified in the Calendar of Events	a. Planning and evaluation requires the involvement of various groups or agencies in the inception & development of program design. b. Planning and evaluation should be a continuous, ongoing process. c. Title I program should be planned as an integral part of the total school program. d. Previous year's project evaluation should be reflected in continuous program planning. e. Parents and nonpublic school's role in planning and evaluation should be expanded, and involvement should be from the inception.		

*refer to page (Eval. design) **attach additional pages if necessary

GUIDE & CHECKLIST FOR WRITING THE PROJECT & SUBMITTING APPLICATION

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
. NEEDS - Intellectual - Physical - Social - Emotional	a. Includes those areas of deficiency in the school program which do not match the child at his level of development. b. Assessment of needs will relate to specific change (s) expected in the child which will allow him to learn at his maturational level. c. Needs, as identified, form the basis for the development of behavioral objectives		

3. BEHAVIORAL OBJECTIVES (3-4) - Relate to needs - Population - Content Cognitive Affective Psychomotor - Change expected & degree of - Measurement *- Monitoring device is adequate *refer to page: monitoring system	a. Each objective should relate to those areas of needs, program activities, and evaluation with which the program proposes to deal. b. The behavioral objective should be written to include the four variables (elements?) of: (1) Population to be served, (2) Content involved*, (3) Degree of change expected, and (4) Measuring technique. c. Upon completion of the behavioral objectives, transfer each objective to a copy of the monitoring device.** * Content can include academic achievement, personal, social, and physical development. ** The monitoring device will be further developed	

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
4. STAFF: (from Item 10) - No. Professionals Grade level served____ - No. Non-teaching Professionals Grade level served____ - No. Non-professional instructors (aides, paraprofessionals) Grade level served____ - No. Regular school staff (School district paid staff working with Title I students) Grade level served____ - Role definition (Responsibility) - Title I - Regular staff - Inservice Education is indicated	a. Title I programs should be viewed as an integral part of the total school program and this should be reflected in a close working relationship between Title I and the regular staff. b. Clear definition of role and responsibility is essential to efficient communication and cooperative efforts between all school staff members. (i.e. job descriptions) c. A comprehensive description and plan for ongoing total staff inservice activities should be an integral part of each Title I project. Approximately 10% of the total project budget should be considered for such service.		

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
5. PROGRAM - Instructional Techniques and Facilities: _Relate to Objectives _Relate to Staffing _Relate to Planning _Relate to Grouping Pattern - Innovation _Materials Center Approach _Encourage Individual-ization _Creative Dramatics _Multi-sensor-ial Exper-iences _Home & Parent Services _Comprehensive Services* - Activities & Services are Directly rela-ted to needs and objectives	a. Instructional techniques used in Title I programs should match the level of development and experiential background of the child. This demands that: b. Title I programs foster a wide variety of educational exper-iments (experiences) and services which are not provided in the traditional classroom approach. c. To meet the require-ment of "comparabil-ity", Title I funded service supplements; it does not simply match or supplant services being provided with state and local funds. d. Behavioral objectives should dictate the kinds of activities and services and evaluation design to be included in the program. (continued next page)		

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
5. PROGRAM (con't) - Parents involved - inservice education is indicated *Comprehensive services are those that meet academic, social, psychological, and physical needs.	e. It is considered essential that parents of disadvantaged children be utilized and actively involved wherever possible in the Title I program.		

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
6. EVALUATION - Designed and implemented as ongoing process - Relates to stated objectives - Appropriate instruments for measurement and analysis of results - Appropriate evaluation of process - Appropriate evaluation of product - Appropriate involvement of persons in evaluation process *-Calendar of events is implemented **-Scheme for evaluation is appropriate	a. Consider objectives, ongoing evaluation, and terminal evaluation as an overall entity. b. Evaluation reports should point up needed changes and direction for the ongoing program. c. For each behavioral objective, appropriate instruments for measurement are identified. Scheme for evaluation and analysis of results in specified and sufficient no. and type of personnel has been allocated to perform related evaluation tasks. (i.e. - product evaluation) d. Appropriate evaluation of process involves a periodic review of program, in operation, to ascertain: function of staff; instructional techniques; adequacy of materials and facilities;		

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
. EVALUATION (con't)	organizational patterns used; and modifications or adjustments made, if necessary, in light of this information. e. The calendar of events identifies when each step within process and product evaluation will take place. Each step should be matched with the people responsible for completing it.		
efer to page; lendar of Events			
efer to page; valuation Design			

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
7. IDENTITY OF CHILDREN BEING SERVED - Number of - Age and grade level - Needs identified - No. of non-public school children - Minority groups considered	a. A prime purpose of Title I is to concentrate efforts and a judicious selection of the most seriously deprived children is essential. b. All children, regardless of school attended, who are eligible as related to Title I criteria for selection, should receive equitable consideration for enrollment in the program. c. Develop preventive programs by working with children at the early childhood education level through diagnosis and prescription. d. The average-per-pupil expenditure should be a minimum of $250.00 per child.		

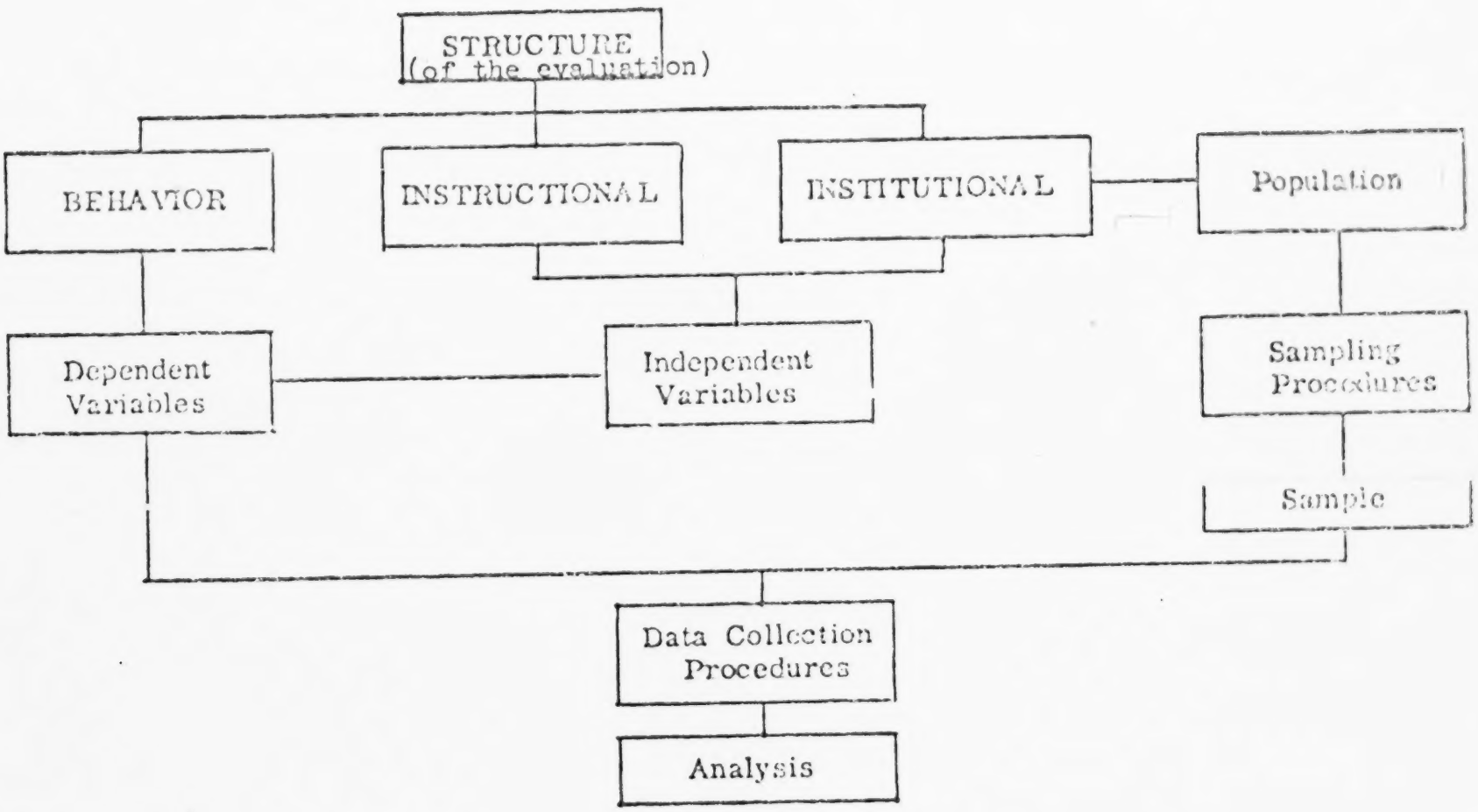
ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
8. DISSEMINATION OF INFORMATION - varied resources are used in the dissemination process - includes school, community, state, and nation - Evaluation process used in total dissemination of program information	a. Constant communication among staff regarding progress being made through periodic meetings, newsletters, radio and T.V. presentations, newspaper and magazine articles, civic and community programs are all part of the dissemination process. b. The exchange of pertinent information regarding Title I programs should involve the local school system the community, the state, and nationally when possible. c. Resources (printed, consultative, etc.) used and varied media should be utilized in making Title I program information available to program personnel in other communities, parents within the community, and the entire local school staff.		

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
9. BUDGET RELATIONSHIPS (Justification for expenditures) - Administration expenditures are validated - All instructional personnel are properly identified & dates & % of time of working in the program clearly established - Pupil transportation involves only children from eligible project schools - Attendance & health services are properly categorized - Operation & maintenance expenditures	a. All items of equipment or construction included in the Title I budget for each group of children should be justified in terms of the program objectives, and size, scope, and quality. b. Dates indicated for starting and ending date of the Title I staff and the project children should be clearly stated for both the regular school term and the summer session. c. Justification for expenditures for all Title I budgeted accounts involves relating the proposed expenditures to the program objectives, and also, adherence to Title I regulations and guidelines.		

(con't next page)

ITEM	GUIDELINES	LEA DESCRIPTION	D.P.I. REVIEW
9. BUDGET RELATIONSHIPS are validated -Fixed charges are properly categorized -All other expenditure accounts budgeted are properly identified and validated			

EVALUATION DESIGN



CALENDAR OF EVENTS

Expected Date	Activities, Materials, and Facilities	Persons Responsible	Comple Date
SEPTEMBER			
2			
OCTOBER			
—			
NOVEMBER			
—			
DECEMBER			
—			
JANUARY			
—			

Monitoring System

Objective # 1 Time Interval 9 weeks

Institutional Variable	Instructional Variable			
	Organization	Content	Method	Facilities
Student				
Teacher				
Administrator				
Educational Specialist				
Family				
Community				

Appendix II

EVALUATION GUIDELINE

E.S.E.A. - Title I

FY 70

Wisconsin State Department of

Public Instruction

INDEX

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[1]Evaluate only those phases which were budgeted for in your 1969-70 Title I project application.

[2]A "project phase" means an instructional or service activity offered in your Title I project. Each project may have one, or several "project phases."

Use of This Guide

This guideline will assist you gather information for planning next year's Title I program. In using this guide it is suggested that you complete the section on Product Evaluation, and then complete the section on Process Evaluation.

Product Evaluation

Under the section of this guide devoted to Product Evaluation, you are asked to summarize information which describes the impact of your Title I program on the behavior and/or achievement of disadvantaged children. The questions listed under "Product Evaluation" are geared to determining what changes occurred as a result of Title I. For each phase of your program, you are asked to provide us with a statement of your behavioral objectives, and also a brief description of the activities and services provided to achieve these objectives. All other information that is required under Product Evaluation has been indicated by an asterisk. Questions not designated by an asterisk are suggestions. It is expected that you will respond to as many of these suggested questions as possible in your evaluation report.

Process Evaluation

Under the section of this guide devoted to Process Evaluation, you are asked to critically examine the procedures employed to implement your program. The questions listed under "Process Evaluation" are geared to determining why the changes described under Product Evaluation occurred. All questions under the section on Process Evaluation are required. You need only respond to each of these questions once, even if your program incorporated several project phases.

Recommendations

Based upon (1) the information in your Product Evaluation, and (2) your response to the questions under Process Evaluation, you are asked to summarize your recommendations for next year's project. This information should then be used in writing your 1971 project application.

Calendar of Events

To be successful, evaluation must be an ongoing process. The following calendar of events describes the major activities that should be part of your evaluation activities throughout the year.

Regular School Year Program:

Suggested Dates	
September	Refer to your project application, and identify the behavioral objectives of your program. Develop a monitoring system that clarifies the kinds of observations and testing that will need to be done. Notify personnel that will be responsible for observations, or testing. Start collecting information.
October	Continue to hold periodic evaluation meetings with your project personnel.
November	Study the sections of the Title I Evaluation Guideline that pertain to your project. Meet with your project personnel to discuss the questions listed under process and product evaluation.
December-March	Continue to hold evaluation meetings. Start completing the evaluation questionniare.
April (April 30, 1970)	Return the evaluation questionniare to the Title I office. Due April 30, 1970. Continue to hold evaluation meetings.
May (June) (July 15, 1970)	Finalize all testing and observations. Write up your narrative report and submit it to the Title I office. Label this report with your school district name. Narrative report due July 15, 1970.

Summer School Programs:

Suggested Dates

June	Refer to your project application, and identify the behavioral objectives of your program. Study the Title I evaluation guide and questionnaire. Develop a monitoring system that clarifies the kinds of observations and testing that will need to be done. Notify personnel that will be responsible for observations, or testing. Start collecting information.
July	Continue to hold periodic evaluation meetings based upon the monitoring system you have developed and upon the information requested in the narrative report and questionnaire.
August (Sept. 1, 1970) (Sept. 15, 1970)	Finalize your observations and any other testing. Complete the evaluation questionnaire and return it to the Title I office by September 1, 1970. Write up your narrative report and return it to the Title I office by September 15, 1970.

To insure prompt acknowledgement of the receipt of your report, we request that you do not enclose your evaluation report with any other Title I materials. We also request that you address your report directly to Gail Smiley, Project Evaluator, E.S.E.A. - Title I.

PRODUCT EVALUATION

Academic Achievement All questions preceeded by an "*" are required.

* 1. For each of your project objectives related to academic achievement

A. State the behavioral objective (from project application) _____

_____.

B. Briefly describe the activities and/or services provided to achieve this objective.

* 2. Respond to either items A or B. If applicable also respond to items C and D.

A. Summarization of standardized test scores.

Any of the four below mentioned designs would be an acceptable way of reporting the results of standardized tests administered. Be sure to include the name of the test used, pre and post test dates, and the number of students per grade level for which pre and post test scores are available.

(1) Pre and post tests of project participants compared over a one year period, or over greater than a one year period.

(2) Comparison on Title I student pre and post test scores to National, State, or Local norms for a one year period, or over a greater than one year period.

(3) Pre and post test scores of project participants compared to pre and post test scores of non-Title I participants of similar ability and socio-economic characteristics over a one year period, or over a greater than one year period.

(4) Comparison of Title I student's standardized test scores (in comparison to State, National, or Local norms) to non-Title I student's norms test scores (as related to National, State or Local norms) for a one year period, or for a greater than one year period.

B. Summarization of teacher devised tests.

(1) Title I student's scores compared - pre and post test.

(2) Title I student's scores compared to non-Title I student's scores. (Here again the comparison group should be of like academic and socio-economic background).

* C. Human interest.

Report on any students who made unusually high progress due to their participation in the Title I program.

* D. Grade level.

Indicate the number of students, if any, who were returned to their appropriate grade level due to gains experienced through participation in the Title I program.

Student's Self-Perception All questions preceeded by an "*" are required.

* 1. Statement of objectives (from project application) _____
_____.

* 2. Briefly describe the activities, services, or techniques utilized to modify project participant's self-perception.

* 3. Respond to at least one of the following:

A. Student attitude scales. Comparison of pre and post tests.

B. Summarization of student comments which indicate a change in self-image.

C. Teacher check lists used to summarize observations which show an increase or decrease in negative comments about the self.

D. Summarization of parental comments concerning any changes in behavior related to a positive self image.

Evaluation Instruments:
Parental opinionaire
Parent-teacher conference

* 4. Teacher check lists used to summarize observation of a decrease or increase in behavior indicative of a negative self-image.

5. Record of student's participation in project activities.

Children's Attitude Toward School and Education All questions preceeded by an "*" are required.

* 1. Statement of objectives (from project application) _____

_____.

* 2. Briefly describe the services or activities of your project which were designed to improve student's attitude toward school and education.

* 3. Respond to at least 3 of the following:

A. Student attitude scale - pre and post test scores compared.

B. Student comments that indicate an improvement in atittude toward school and education.

Evaluation Instrument:
Teacher anecdotal records

C. Attendance rate. Report on any significant improvement.

D. Drop-out rate. Report on any significant improvement.

E. Report on any students who are now planning to continue their education who had not previously planned to do so.

F. Decrease in disruptive behavior in class.

Evaluation Instruments:
Teacher anecdotal records
Behavorial check lists - pre and post test
Teacher records of the number of students sent out of class for special discipline
Teacher records of the number of students kept after class for disciplinary purposes

G. Summarization of parental comments concerning their children's attitude toward school and education before and after participation in this project.

Evaluation Instruments:
Parent opinionaire
Parent-teacher conferences

H. Tabulations which indicate that interest in education has increased.

Evaluation Instruments:
Number of books read per child per month
Record of student participation in school related activities

Children's Education and/or Occupational Levels All questions preceeded by an "*" are required.

* 1. Statement of objectives (from project application) _____

_____.

* 2. Briefly describe the services and activities of your project which were designed to enhance student's educational and/or occupational aspiration levels.

* 3. Respond to at least 3 of the following:

A. Student occupation attitude inventory - pre and post test.

B. Report of student comments which indicate a rise in occupational or educational aspiration levels.

C. Summarization of parental comments which indicate a change in student occupational or educational aspiration levels.

D. Report on any students who are now planning to continue their education who had previously indicated that they did not intend to do so.

E. Report any significant changes in drop-out rates.

F. Report any significant changes in attendance rates.

G. Tabulations of student attendance at school related activities.

Children's Attitude Toward Others All questions preceeded by an "*" are required.

* 1. Statement of objectives (from project application) _____

_____.

* 2. Briefly identify the techniques and/or activities employed to improve the student's attitude toward others.

* 3. Respond to at least 3 of the following:

A. Student attitude scales - pre and post test scores compared.

B. Teacher summary of observations of the student's interaction with others.

Evaluation Instruments:
Student behavioral check list
Teacher anecdotal records

C. Teacher report on any relevant comments made by the student which indicate a change in his attitude toward others.

Evaluation Instrument:
Teacher anecdotal record

D. Parental comments concerning any significant changes in their children's attitude toward others.

Evaluation Instruments:
Parental opinionaire
Parent-teacher conferences

E. Sociogram - pre and post test comparison.

F. Teacher records containing a tabulation of the number of times students had to have special disciplinary treatment for unsatisfactory interaction with others.

G. Case histories.

H. Student self-evaluation.

Emotional and Social Stability of Students All questions preceeded by an "*" are required.

* 1. Statement of objectives (from project application) _____

_____.

* 2. Describe the services or activities conducted to enhance the student's social or emotional stability. Include tabulations which indicate the number of students who were able to receive individualized professional assistance to improve their emotional or social stability. Estimate the approximate number of hours of assistance each student received.

* 3. Respond to at least 2 of the following:

A. Report any observations by teachers, parents, psychological, or guidance personnel which indicates a significant change in student's emotional or social stability.

B. Student attitude scales - pre and post test scores.

C. Tests administered to determine social-emotional maturity. Pre and post test scores.

D. Case histories.

E. Student self evaluation.

F. Drop-out rate.

G. Attendance rates.

H. Analysis of sociograms administered - pre and post test.

I. Summarization of any other test administered by professional personnel to measure the degree of social and emotional stability at the beginning and at the end of the project.

Physical Health and Nutrition of Students All questions preceeded by an "*" are require

* 1. Statement of objectives (from project application) _____

_____.

* 2. Describe the services provided to improve the nutrition and/or physical health of students.

* 3. Tabulations which describe the number of students receiving diagnostic, preventative, and corrective medical assistance.

4. Case histories.

Speech Therapy All questions preceeded by an "*" are required.

* 1. Statement of objectives (from project application) _____

_____.

* 2. Indicate the number of students who received special training in speech therapy. Approximately how many hours of therapy were provided for each child?

* 3. In how many cases was the student's speech problem eliminated or improved through the training provided?

Perceptual-Motor Development All questions preceeded by an "*" are required.

* 1. Statement of objectives (from project application) _____

_____.

* 2. Briefly describe the activities designed to enhance the student's perceptual motor development.

* 3. Summarize the results of any test scores or teacher observations which describe the impact your program had upon the perceptual-motor development of the project children.

4. Include any case histories, teacher or parent comments which describe the results of this program.

5. How was this program related to your regular curriculum?

Special Services for the Handicapped All questions preceeded by an "*" are required.

* 1. Statement of objectives (from project application) _____

_____.

* 2. Describe the project activities and services provided.

* 3. Include a summarization of any evidence you have obtained which describes the extent to which this project was able to reach its original objectives. Possible items for inclusion here would be summarizations of test scores, teacher rating scales, teacher check lists, anecdotal records, or parent's comments.

Cultural Enrichment All questions preceeded by an "*" are required.

* 1. Statement of objectives (from project application) _____

_____.

* 2. Briefly ennumerate the activities and services provided.

* 3. Summarize any available observations which indicate the degree to which you were able to achieve your original objectives.

4. What effect has this project had on the social or cultural isolation of your disadvantaged students?

Library Services All questions preceeded by an "*" are required.

* 1. Statement of objectives (from project application) _____

_____

* 2. In what way has participation in an ESEA Title I project enabled you to improve upon the library services normally available in your school district?

* 3. What impact have these services had upon project participants?

All questions in this section are required.

PROCESS EVALUATION*

Respond briefly to each of the following questions.

I. The Instructional Act.

A. Teaching techniques

*1. What new techniques, if any, have you been able to develop for working with disadvantaged children? How were the techniques utilized related to the objectives of your program?

*2. What techniques have you found to be most successful in your Title I program?

*3. What recommendations should be made for a selection of teaching techniques to be used in next year's program?

B. Materials and equipment

*Were the materials and equipment utilized in your project appropriate for your project design? What recommendations should be made for the equipment and materials to be used in next year's project?

C. Personnel

*Was the background experience and training of your Title I personnel adequate for enabling them to implement the objectives of your program?

*Comment on the effectiveness of your inservice program.

II. The Learning Environment

*A. Consider the factors of class scheduling, length of class periods, class grouping, and physical surroundings of the Title I program. Did these factors enhance or detract from the learning process? What recommendations should be made for next year's project?

*B. Evaluate the effectiveness of the communication between Title I and non-Title I teachers regarding the needs of Title I students. In how many instances was a student's curriculum modified due to such communication? What recommendations are necessary to improve this communication?

*C. Parent Involvement

To what degree were you able to involve parents in your Title I project? What recommendations should be made for next year concerning parent involvement?

*D. Community Resources

To what extent were you able to make use of community resources in your attempt to provide special services for disadvantaged children? What recommendations should be made for the use of community resources in the future?

*E. What effect, if any, has the Title I project had upon the administrative structure or educational policies of your local education agency?

III. Program Design

*A. Project Objectives

Re-evaluate your original project objectives.

*1. Were all Title I personnel aware of your program objectives?

*2. Were your objectives appropriate for the needs of your Title I population?

*3. Were your objectives stated in such a manner that your Title I personnel could utilize them in program planning, implementation, and evaluation? Did they refer to behavior that could be observed?

*4. What recommendations should be made concerning your project objectives for the coming year? (You will probably want to consider the information gathered in your product evaluation before responding to this question).

*B. To what extent has your Title I program tried to meet the multiple needs of cultural and educational disadvantagement?

*C. Evaluation

Consider the methods used to gather information for your evaluation of this year's project. How might these methods be improved upon during the coming year? Did you make use of information gathered in last year's evaluation in your planning for this year's project? If not, why not?

ESEA TITLE I ANNUAL EVALUATION - FY 70

EVALUATION DEADLINES

Material requested for the 1969-70 ESEA Title I project is due in the DPI Title I office on the following dates.

Schools with Title I projects during the Regular school year only:

1. Return this questionnaire by April 30, 1970.
2. Return your narrative report by July 15, 1970.

Schools with Title I projects both during the Regular school year and during the Summer:

1. Return this questionnaire by September 1, 1970.
2. Return your narrative report by September 15, 1970.

Schools with Summer school Title I projects only:

1. Return this questionnaire by September 1, 1970.
2. Return your narrative report by September 15, 1970.

DIRECTIONS

The questionnaire is to be used by schools operating regular school year programs only, summer school programs only, or both regular and summer school programs. Therefore, if you did not operate a summer program under E.S.E.A. - Title I, some of the items in this questionnaire will not apply to your program. Leave these items blank.

1. Questions 1, 2A and 2B.

   A. If you had a regular school year program only, answer question 1.

   B. If you had a summer school program only, answer question 2A.

   C. If you operated a Title I program during the regular school year and also during the summer, answer questions 1, 2A and 2B.
   Note: in question 2B we are asking you to provide a count of the number of students from your regular school year Title I program that were also enrolled in your summer Title I program. We are not asking you to total the number of students reported in questions 1 and 2A.

2. Question 3 - Personnel

   "Full time" means that this person worked on a full time basis for the duration of your program. Summer school personnel who worked full time for the duration of your summer school program should be reported as full time under the category of summer school.

E.S.E.A. - TITLE I ANNUAL EVALUATION

1969-70 PROJECTS

Type of program being reported on. Check either number 1, 2, or 3.

1. Regular school year only _____
2. Summer school only _____
3. Both regular and summer projects _____

REGULAR SCHOOL YEAR

1. Unduplicated count of students participating in ESEA-Title I Regular school year program during the 1969-70 school year. *

	Pre-School	K	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total
Public																
Non-Public																

Grand Total _____

SUMMER SCHOOL

2.

A. Unduplicated count of students participating in your Title I Summer school projects.

	Pre-School	K	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total
Public																

Grand Total _____

* "Unduplicated" means that, although a pupil may have participated in more than one phase of a Title I program, he is still only counted once.

2. B. Number of students from your regular school year Title I program who also enrolled in your Title I Summer school project.(Number of students reported in question 1 who also participated in your Summer school Title I project as reported in question 2A.) This total must be <u>less</u> than the total reported in question 1.

	Pre-School	K	1	2	3	4	5	6	7	8	9	10	11	12	Other	Total
Public																
Non-Public																

Grand Total _____

3. Number of ESEA Title I personnel. *

Enter the number of Title I personnel working in the following categories. <u>Do not</u> enter any fractions, and <u>do not</u> write in any additional categories.

Classification of Assignments	REGULAR		SUMMER	
	Full Time	Part Time	Full Time	Part Time
1. Teaching Pre-Kindergarten				
2. Teaching Kindergarten				
3. Teaching Elementary				
4. Teaching Secondary				
5. Teaching Handicapped Children Only				
6. Teacher Aide				
7. Librarian				
8. Librarian Aide				
9. Supervision				
10. Direction and Management (Admin.)				
11. Counseling				
12. Psychologist				
13. Testing				
14. Social Work				
15. Attendance				
16. Nurse				
17. Psysician				
18. Dentist				
19. Dental Hygienist				
20. Clerical				
21. Other (specify)				
22. Home Visitors				

* "ESEA Title I personnel" means that this person is salaried at least in part by ESEA Title I funds.

4. How many volunteers were involved in your Title I project?

REGULAR		SUMMER	
Full time	_____	Full time	_____
Part time	_____	Part time	_____

DISTRICT FUNDING

5. If district funds were utilized to expand the services under your ESEA Title I project, please indicate what percent of the Title I allocation the amount of district funds represent. For example, if your Title I allocation was $100.00, and district funds totaled $50.00, the percent entered would be 50%.

Title I Allocation	District Funds	Percentage
		0% _____
		0-10% _____
		10-25% _____
		25-50% _____
		50-75% _____
		75-100% _____
		Greater than 100% _____

INSERVICE TRAINING

6. Inservice Training of Title I Staff.
Check (x) appropriate space(s) to show extent of special preparation for Title I participation during FY '70. Estimate the amount of time devoted to inservice to the nearest time segment. If no inservice was conducted, check #1.

	Two Hrs.	Ten Hrs.	One Wk.	Two Wks.
1. None ____				
2. Meeting	____	____	____	____
3. College course planned for particular project participation	____	____	____	____
4. Visitation to other schools by Title I staff	____	____	____	____
5. Conferences and/or workshops provided for project staff	____	____	____	____
6. Special training for new aides provided by local staff	____	____	____	____
7. Workshop for aides provided by other professionals	____	____	____	____
8. Other (specify) _____	____	____	____	____

7. Areas in which Teachers and/or Aides Received Inservice Training Paid for by Title I Funds.

Enter in columns 2 and/or 4 for the appropriate items in column 1 the number of teachers and/or aides receiving inservice training paid for by Title I funds. Check (x) in column 3 and/or 5 if the inservice training was for college credit.

Chart on page 4.

7. Continued.

COLUMN 1 Subject Areas	COLUMN 2 No. of Teachers	COLUMN 3 College Credit	COLUMN 4 Teacher Aides	COLUMN 5 College Credit
1. Art				
2. Attendance service				
3. Business education/office				
4. Curriculum materials center				
5. English language arts				
6. General cultural enrichment				
7. General elementary & secondary education				
8. Guidance				
9. Education of the Disadvantaged				
10. Industrial arts				
11. Kindergarten				
12. Library services				
13. Mathematics				
14. Music				
15. Physical education/recreation				
16. Pre-kindergarten				
17. Reading				
18. Science				
19. School social work				
20. Special education for handicapped				
21. Social studies/social science				
22. Training for aides				
23. Vocational				
24. Work-study				
25. Motor-perceptual training				
26. Other (specify)				

8. Indicate the number of Title I staff who received inservice training.

Classification	Number Trained
Teachers	_____
Aides	_____
Other professionals	_____
Other non-professionals	_____

COOPERATION WITH OTHER PROGRAMS

9. Inter-relationship of Title I and Other Federally Funded Educational Programs During FY 70.
Check (x) appropriate space(s) to show federal programs that supplemented Title I activities.

1. Title II, ESEA _____
2. Title III, ESEA _____
3. Title IV, ESEA _____
4. Title V, ESEA _____
5. Title III, NDEA _____
6. Title V, NDEA _____
7. Headstart _____
8. Follow Through _____
9. Education Professions Dev. Act _____
10. National Teachers Corps _____
11. ESEA Title VI _____
12. ESEA Title VII _____
13. ESEA Title VIII _____
14. Other (specify) _____

10. Coordination of Title I and Community Action Programs
Check (x) appropriate space(s) to show federal programs that supplemented Title I activities during FY 70.

1. Neighborhood Youth Corps _____
2. Job Corps _____
3. P.L. 874 Impacted Areas _____
4. Model Cities Program _____
5. U.S. Dept. of Agriculture Food Program _____
6. Welfare Administration Programs _____
7. Medical Aid to Indigent Families _____
8. Other (specify) _____

PARENT INVOLVEMENT

11. Indicate the approximate number of parents involved in your Title I project in the following categories. If no parents were involved check # 1.

	Number of Parents
1. Parents were not involved in this project.	_____
2. Assisted in planning the Title I project.	_____
3. Individual conferences.	_____
4. Group meetings to explain how Title I activities meet student needs.	_____
5. Group meetings to explain how parents may help.	_____
6. Parental visits to Title I classrooms.	_____
7. Home visits to explain how Title I activities meet student's needs and/or how parents can help.	_____
8. Parents as teacher aides.	_____
9. Helped in evaluation of the project - made recommendations for improvement.	_____
10. Acted as chaperones.	_____
11. Helped their children with homework following Title I teacher's suggestions.	_____
12. Received letter from school concerning their child's progress.	_____
13. Reading mothers.	_____
14. Library assistants.	_____
15. Other (specify) _____	

INVOLVEMENT OF NON-PUBLIC SCHOOL CHILDREN

12. If your Title I project involved non-public school children, answer the following 2 questions.
A. Indicate in which of the following areas, if any, adaption was found to be necessary to meet the specific educational needs of educationally deprived children in non-public schools.

1. No special adaptions were found to be necessary _____
2. Class scheduling _____
3. Transportation _____
4. Legal interpretations _____
5. Correlation of information systems between public and non-public school personnel _____
6. Academic content _____
7. Specification and identification of student needs _____
8. Incorporating non-public school personnel in planning sessions _____
9. Other (specify) _____

12. B. What time of the week was this project conducted? (Check more than one, if applicable.)

During the regular school day _____
After the regular school day during the week _____
On weekends _____

DISSEMINATION OF INFORMATION*

13. Check which of the following methods, if any, were used to disseminate information on your Title I project during the last project year.

1. Newspaper articles. _____
2. Publications on your program. _____
3. Response to requests for information on your project received from other schools, or interested parties. _____
4. Visits made to your project by Title I personnel from other schools. _____
5. Visits made to your project by people not employed by Title I. i.e. parents, teachers, or educators interested in your program. _____

*Please include any newspaper articles, pictures or publications that resulted from your Title I project.

14. From the following list of project characteristics, please select those which you have found to be most responsible for achieving your project objectives. Place the characteristics you choose in rank order. For example, your response might be as follows:

0 use of special personnel
0 lower pupil-teacher ratio
1 use of specialized equipment
0 use of special education materials
2 use of an experiential approach to learning
etc.

Project Characteristics:

____ use of special personnel
____ lower pupil-teacher ratio
____ use of specialized equipment
____ use of special education materials
____ use of an experiential approach to learning
____ home-school cooperation
____ use of community resources
____ employment of teacher aides
____ use of a "team approach"
____ multi-age grouping
____ inservice training
____ use of clearly defined program objectives
____ use of supportive services in addition to training in skill areas
____ frequent staff evaluation and planning meetings
____ cooperation between Title I and non-Title I personnel
____ other (please specify)

EVALUATION METHODS

15. Indicate whether or not standardized tests were used to evaluate the performance of your Title I students by placing a check mark next to the type of standardized test used. If no tests were used, check number 1.

Type of Test	Response
1. No standardized tests were used.	_____
2. Achievement Batteries Reading	_____
3. Intelligence Tests	_____
4. Achievement Batteries-Math	_____
5. Achievement Batteries-Other	_____
6. Vocational	_____
7. Interest Inventory	_____
8. Manual Dexterity	_____
9. Mechanical Ability	_____
10. Personality	_____
11. Speech	_____
12. Reading Readiness	_____
13. Motor-Perceptual Development	_____
14. Other (specify type) _____	

16. If any of the following locally devised measures were used to evaluate the performance of your Title I students, place an "x" next to the measures employed.

1. Teacher rating scales	_____
2. Student self evaluation questionnaires	_____
3. Parent questionnaires	_____
4. Teacher anecdotal records	_____
5. Case histories	_____
6. Outside observer comments	_____
7. Title I staff evaluation meeting	_____

17. If you did hold a Title I staff evaluation meeting,* how frequently was such a meeting held?

Once a week.	_____
More than once a week.	_____
Once a year.	_____
Less than once a week, but more than once a year.	_____

*"Staff evaluation meeting" means a period of time devoted to the discussion of the Title I project.

18. Was the S.E.A. Title I office helpful to you in the following areas?

	Very Helpful	Somewhat Helpful	Not Helpful
Program Planning	_____	_____	_____
Program Operation	_____	_____	_____
Evaluation	_____	_____	_____
Fiscal Accounting	_____	_____	_____

APPENDIX III

SCHOOL DISTRICTS WITH TITLE I PROJECTS
1969-70

Adams-Friendship
Algoma
Alma
Alma Center
Almond
Amery
Amherst
Antigo
Appleton
Arcadia
Argyle
Arkansaw-Waterville
Ashland
Athens
Auburndale
Baldwin-Woodville
Bangor
Baraboo
Barneveld
Barron
Bayfield
Balsam Lake-Unity
Beaver Dan
Belleville
Belmont
Beloit
Beloit-Turtle & La Prairie
Benton
Berlin
Black Earth-Mazomanie
Black River Falls
Blair
Blanchardville
Bloomington
Bonduel
Boscobel
Bowler
Boyceville
Brillion
Brodhead
Brown Deer
Bruce
Burlington
Butternut
Cambria
Cambridge
Cameron
Campbellsport
Cashton
Cassville
Cedarburg
Cedar Grove
Chetek
Chilton
Clayton
Clear Lake
Clinton
Cochrane-Fountain City
Colfax
Columbus
Cuba City
Cudahy
Cumberland
Darlington
Deerfield
De Forest
Delafield, Wales
Jt. #1, Delavan
Delavan-Darien UHS
Denmark
De Pere
De Soto
Dodgeville
Drummond
Durand
East Troy
Eau Claire
Edgar
Edgerton
Elcho
Elkhart Lake-Glen Beulah
Elkhorn
Elk Mound
Ellsworth
Elroy-Kendall-Wilton
Evansville
Fall River
Fennimore
Jt. #1, Lac Du Flambeau
Florence
Fond du Lac
Fort Atkinson
Franklin
Frederic
Fredonia
Galesville
Gays Mills
Germantown
Genoa City
Gibraltar
Glenwood City
Glidden, Jacobs
Goodman
Grafton

Continued School Districts with Title I Projects 1969-70 (2)

Grantsburg
Gratiot, South Wayne
Green Bay
Greenfield
Green Lake
Hammond
Hamilton-Lisbon
Hartford UHS
Jt. #1, Hartford
Hartland-Arrowhead UHS
Hayward
Hazel Green UHS
Hilbert
Hillsboro
Hollandale
Holmen
Horicon
Howard-Suamico
Howards Grove
Hudson
Hurley
Hustisford
Independence
Iola
Iowa-Grant-Mifflin
Ithaca
Janesville
Jefferson
Johnson Creek
Juneau
Juda
Kaukauna
Kenosha
Kewaskum
Kewaunee
Kiel
Kimberly
La Crosse
Ladysmith
La Farge
Lake Mills
Lancaster
Lodi
Lomira
Luck
Luxemburg
Madison
Manawa
Manitowoc
Maple
Marathon
Marinette
Marion
Markesan
Marshall
Marshfield
Mauston
Mayville
McFarland
Medford
Mellen
Melrose
Menasha
Menomonee Falls
Menomonie
Merrill
Middleton, Jt. #3
Milton-Unity
Milwaukee
Mineral Point
Minocqua-Lakeland UHS
Mishicot
Monroe
Montello
Monticello
Mosinee
Mount Horeb
Muscoda, Blue River
Muskego
Nekoosa
Neenah
New Berlin
New Glarus
New Holstein
New Lisbon
New London
New Richmond
Niagara
North Fond du Lac
Norwalk-Ontario
Oakfield
Oconomowoc
Oconto
Onalaska
Ondossagon
Oostburg
Oregon
Orfordville
Osceola
Oshkosh
Palmyra
Pardeeville
Paris, Jt. #1
Park Falls

Continued School Districts with Title I Projects 1969-70 (3)

Patch Grove, West Grant
Pepin
Peshtigo
Pewaukee
Phillips
Pittsville
Plainfield
Platteville
Plum City
Plymouth
Portage
Port Washington
Port Wing, Bell
Potosi
Poynette
Prairie du Chien
Prairie Farm
Prentice
Prescott
Princeton
Pulaski
Racine
Randolph
Random Lake
Readstown-Kickapoo
Reedsburg
Reedsville
Rhinelander Jt. #1
Rib Lake
Rice Lake
Richland Center
Rio
Ripon
River Falls
Rosendale
Rosholt
Rothchild-Schofield
Saint Croix Falls
Saint Francis
Sauk Prairie
Seneca
Sevastopol
Seymour
Shawano
Sheboygan Falls
Sheboygan
Shell Lake
Shiocton
Shullsburg
Siren
Slinger
Solon Springs
South Milwaukee
Southern Door
Sparta
Spooner
Spring Green-River Valley
Spring Valley
Stevens Point
Stockbridge
Stoughton
Stratford
Sturgeon Bay
Sun Prairie
Superior
Taylor
Three Lakes
Tigerton
Tomah
Tomahawk
Tony-Ingram-Glen Flora
Trempealeau
Turtle Lake
Two Rivers
Union Grove UHS
Union Grove, York, Jt. #1
Valders
Verona
Viroqua
Washburn
Waterford UHS
Waterford, Jt. #1
Waterloo
Watertown
Waukesha
Waunakee
Waupaca
Waupun
Wausau
Wautoma
Wauzeka
Webster
West Allis
West Bend
Westby
West De Pere
Westfield
Weston Ironton-Cazenova
West Salem
Wheatland, Jt. #1
Whitehall
White Lake

Whitewater
Wild Rose
Winter
Wisconsin Dells
Wisconsin Rapids
Whitnall Area, Hales Corners
Wittenberg
Wonewoc
Woodruff, Arbor Vitae
Wrightstown

COOPERATIVE PROJECTS

CESA #3
CESA #6
CESA #8
Glenwood City
Eagle River
Independence
Lake Geneva
Salem, Jt. #2
Walworth
CESA #19
Raymond Jt. #14
Merton Lisbon